


Agenda

California Commission on Teacher Credentialing

October 1-2, 1998 • Sacramento Convention Center
Located on J Street between 13th and 14th Streets • Sacramento, CA

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for viewing on the web.

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are available.

THURSDAY, October 1, 1998




1. General Session (Chair Ellner) 10:00 a.m.








- GS-1 Roll Call
- GS-2 Pledge of Allegiance
- GS-3 Approval of the August 20-21, 1998, Minutes
- GS-4 Approval of the October Agenda
- GS-5 Approval of the October Consent Calendar
- GS-6 Annual Calendar of Events
- GS-7 Chair's Report
- GS-8 Executive Director's Report
- GS-9 Report on Monthly State Board Meeting

2. Legislative Committee of the Whole (Vice Chair Norton)

-  LEG-1 Status of Bills of Interest to the Commission

3. Fiscal Planning and Policy Committee of the Whole (Committee Chair Barker)

-  FPPC-1 Update on the 1998-99 Budget
-  FPPC-2 Update on Consolidation of Commission Offices
-  FPPC-3 1999-2000 Budget Change Proposal for the Paraprofessional Teacher Training Program




4.	Preparation Standards Committee of the Whole (Committee Chair Sutro)	
	PREP-1	Final Reading Program Certification Review Panel Recommendations
	PREP-2	Credential Preparation Programs by Colleges and Universities and Local Education Agencies Recommendations
5.	Public Hearing 1:00 p.m.	
	Proposed Amendment of Section 80050 of Title 5, California Code of Regulations, Pertaining to Changes in the Health Services (School Nurse) Authorization	
6.	Credentials and Certificated Assignments Committee of the Whole (Committee Chair Katzman)	
	C&CA-1	Report on Permits and Waivers in NonPublic, Nonsectarian Schools and Agencies
	C&CA-2	Proposed Addition to Title 5 Regulations Concerning Pupil Personnel Services Credentials
	C&CA-3	Proposed Amendment to Section 80499, Title 5 Pertaining to Adding an Authorization to a Teaching Credential
	C&CA-4	Annual Status Report on Applications and Workload of the Certification, Assignment and Waivers Division for Fiscal Year 1997-98
7.	Appeals and Waivers Committee (Committee Chair Smith)	
	A&W-1	Approval of the Minutes
	A&W-2	Consideration of Credential Appeals
	A&W-3	Reconsideration of Waiver Denials
	A&W-4	Waivers: Consent Calendar
	A&W-5	Waivers: Conditions Calendar
	A&W-6	Waivers: Denials Calendar

FRIDAY, October 2, 1998

8.	Closed Session - Closed (Chair Ellner)	8:00 a.m.
	(The Commission will meet in Closed Session pursuant to California	

Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

9. Performance Standards Committee of the Whole (Committee Chair Harvey)

-  **PERF-1** Reading Instruction Competence Assessment: Report on the First Two Administrations of the Written Examination
-  **PERF-2** Plan to Issue Grants to Colleges and Universities to Support the Development of Blended Programs of Undergraduate Teacher Preparation
-  **PERF-3** Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042

10. Reconvene General Session (Chair Ellner)

- GS-10** Report on the Appeals and Waivers Committee
- GS-11** Closed Session Items
- GS-12** Commissioners Reports
- GS-13** Audience Presentations
- GS-14** Old Business
 - Quarterly Agenda for October, November & December 1998
- GS-15** New Business
- GS-16** Adjournment

NEXT COMMISSION MEETING
November 5-6, 1998

Vizcaya Pavilion
2019 L Street
Sacramento, CA

| [Back to the Top](#) |
| [Return to About CTC](#) |
| [Return to "Agenda Archives"](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: LEG-1

Committee: Legislative Committee

Title: Status Report on Bills of Interest to the Commission

✓ Action/Information

Prepared by: Rod Santiago

BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING September 18, 1998

CCTC Sponsored Bills

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
SB 2042 - Alpert, Mazzoni Would reform teacher preparation and credentialing	Sponsor (2/98)	Signed by Governor -- Chaptered
*AB 496 - Lempert Would create incentives to encourage persons to become fully qualified mathematics teachers	Sponsor (4/97)	Signed by Governor -- Chaptered
AB 1620 - Scott Would establish requirements and procedures for the issuance of California credentials to out of state teachers who meet prescribed requirements	Sponsor (2/98)	Signed by Governor -- Chaptered

* - denotes two-year bill

SENATE BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
*SB 190 - Alpert	Sponsor (3/97)	In Conference

Would state intent of Legislature to enact a voluntary intervention program for school accountability	Watch (7/98)	Committee
SB 1474 - Karnette Would require SPI to establish and convene a Committee on the Qualifications and Standards for Principals to develop recommendations for standards and qualifications for principals	Oppose (4/98)	Failed passage in committee-- reconsideration granted-- dropped by author
SB 1561 - Leslie Would establish a school accountability program	Watch (5/98)	Enrolled and to the Governor
SB 1634 - McPherson Would enact the Permanent Class Size Reduction and Educational Opportunities Act of 1998	Seek Amendments (4/98)	Failed passage in Senate Education Committee
SB 1867 - Hughes Would require CCTC to convene a task force to develop recommendations on alternatives to CBEST	Oppose (3/98)	In Senate Appropriations Committee-- dropped by author
SB 1906 - Haynes Would require CCTC to develop criteria or an examination to measure English proficiency for all teachers	Seek Amendments (4/98)	Failed passage in committee-- reconsideration granted
SB 1960 - Karnette Would require charter school teachers to have teaching credentials	Watch (5/98)	In Senate Education Committee-- dropped by author
SB 1963 - Vasconcellos Would establish a school accountability program	Seek Amendments (5/98) Watch (7/98)	Senate Floor
SB 1975 - Alpert Would enact the Class Size Reduction Kindergarten-University Public Education Facilities Bond Act of 1998 to provide for the issuance of state general obligation bonds for school facilities	Watch (5/98)	In Assembly Education Committee
SB 2042 - Alpert, Mazzoni Would reform teacher preparation and credentialing	Sponsor (2/98)	Signed by Governor -- Chaptered
SB 2122 - Lee, Vasconcellos Would permit the governing board of a school district to develop a plan for a comprehensive pupil counseling and guidance program	Watch (4/98)	Held in Senate Appropriations Suspense File

* - denotes two-year bill

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
*AB 285 - Honda Would require training for teachers and teacher candidates in domestic violence recognition and prevention	Seek Amendments (5/97) Support (2/98)	Enrolled and to the Governor
*AB 496 - Lempert Would create incentives to encourage persons to become fully qualified mathematics teachers	Sponsor (4/97)	Signed by Governor -- Chaptered
*AB 858 - Davis Would authorize CCTC to permanently waive any teacher credential requirements for teachers who attain certification through National Board for Professional Teaching Standards	Support If Amended (5/97) Watch (8/98)	Signed by Governor -- Chaptered
*AB 860 - Ducheny Would establish the Comprehensive Teacher Preparation and Education Program administered by the Superintendent of Public Instruction	Oppose (5/97)	Enrolled and to the Governor
*AB 1024 - Davis Would add dance and theater as two new single subject credentials	Seek Amendments (4/98) Support (8/98)	Enrolled and to the Governor
AB 1620 - Scott Would establish requirements and procedures for the issuance of California credentials to out of state teachers who meet prescribed requirements	Sponsor (2/98)	Signed by Governor - Chaptered
AB 1734 - Mazzoni Would establish a Concurrence Committee to oversee and, in cooperation with the University of California, administer the subject matter projects	Watch (4/98)	Signed by Governor -- Chaptered
AB 1852 - Pacheco Would amend current law to require the CCTC to recommend to the Legislature a fee level for someone credentialed under the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997	Support (3/98)	Signed by Governor-- Chaptered
AB 1901 - Leonard Would enact the Permanent Class Size Reduction and Educational Opportunities Act of 1998	Seek Amendments (4/98)	Failed passage in Assembly Education Committee

AB 1932 - Mazzoni Would create the Technology Leadership Demonstration Grant Program	Support If Amended (4/98)	In Assembly Information Technology Committee
AB 1936 - Honda Would establish the Middle School Core Subject Teacher Support Program to provide 60 hours of in-service training for teachers in the core curriculum	Support If Amended (2/98) Watch (7/98)	Held in Assembly Appropriations Committee
AB 2034 - Wildman Would require CCTC to study teacher recruitment programs to find which are most effective	Seek Amendments (3/98)	Introduced--dropped by author
AB 2102 - Alby, Ortiz Fingerprint clean-up bill	Support (3/98)	Enrolled and to the Governor
AB 2233 - Honda Would phase out CCTC waiver authority	Seek Amendments (5/98)	Enrolled and to the Governor
AB 2442 - Mazzoni Would create a standards-based Math Staff Development Program administered by the State Department of Education	Support (4/98)	Signed by Governor - Chaptered
AB 2447 - Campbell Would allow a school district to employ an individual without first receiving fingerprint clearance if the position does not require any contact with pupils	Seek Amendments (4/98) Watch (7/98)	Enrolled and to the Governor
AB 2489 - Mazzoni Would establish the School District Salary Schedule Innovation Project to be administered by CCTC	Watch (4/98) Support (5/98)	Held In Assembly Appropriations Committee
AB 2530 - Sweeney Would require that every computer at a public elementary or secondary school, that may be used by a pupil, and has access to the Internet, have an operational parental control device.	Watch (5/98)	Failed passage in Assembly Education Committee--reconsideration granted
AB 2637 - Mazzoni Would require CCTC to review requirements for multiple subject teaching credential and to recommend revisions during the normal revision cycle to ensure that teachers receive training and have knowledge of developmentally appropriate teaching methods	Support if Amended (4/98) Support (7/98)	Enrolled and to the Governor
AB 2730 - Mazzoni Would require CCTC with the	Support if Amended (4/98)	Signed by Governor -

Committee on Accreditation to establish a three-year pilot program to improve accreditation review of nontraditional teacher preparation programs	Support (7/98)	Chaptered
AB 2748 - Mazzoni Would require an applicant for a special education teaching credential to demonstrate passage of the reading competency test	Watch (4/98) Support (5/98)	Signed by Governor - Chaptered

* - denotes two-year bills

Please note: Several bills were enrolled and to the Governor at the time of this agenda printing. Staff will update the Commission on late-breaking legislative matters.





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: FPPC-1

Committee: Fiscal Planning and Policy

Title: Update on the 1998-99 Budget

✓ Information

Prepared by: Karen Munekawa, Analyst

BACKGROUND

On August 21, 1998, Governor Pete Wilson signed the 1998-99 Budget Bill, along with a legislative trailer bill (SB 1564), which implemented the California Commission on Teacher Credentialing's Budget.

FISCAL IMPACT ANALYSIS

The activities associated with the preparation and presentation of this item are included in the baseline budget for the Fiscal and Business Services Section. Therefore, no funding augmentation is needed for this item.

SUMMARY

Attached are three separate charts reflecting the Commission's 1998-1999 budget. The first chart reflects the Commission's total annual budget, by fund, as authorized by the 1998 Budget Act. The second and third charts display a breakdown, also by fund, of the Commission's state operations and local assistance budgets.

The total annual budget for 1998-1999 includes the positions and funding contained in all of the Budget Change Proposals that were submitted in Fall 1997 as well as through the May Revise process. The following table outlines some of the more salient operations budget additions:

Description	Positions	Funds
BCPs		
Increased AG Costs	--	\$339,000
Relocation of Offices	--	\$316,000
"Year 2000"	--	\$175,000
IT Security & Support	1.0	\$198,000
RICA	2.0	\$212,000
(permanent positions being converted from limited-term)		
Test Validity	2.0	\$428,000
Accreditation System Evaluation	--	\$125,000

May Revise

Certification Workload	9.5	\$570,000
Shortening of Accreditation Cycle	1.0	\$100,000
Discipline Case Workload	3.0	\$172,000
BTSA Administration	2.0	\$140,000
Teaching Performance Assessment	--	\$1,350,000

The Commission also received additional local assistance funds in the 1998 Budget Act and in other recently signed legislation:

Program	Total Funding
Alternative Certification	\$11,000,000
Pre-Intern Program	\$11,800,000
CA Mathematics Initiative (AB 496)	\$1,500,000

CHART I

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
1998-1999 TOTAL BUDGET**

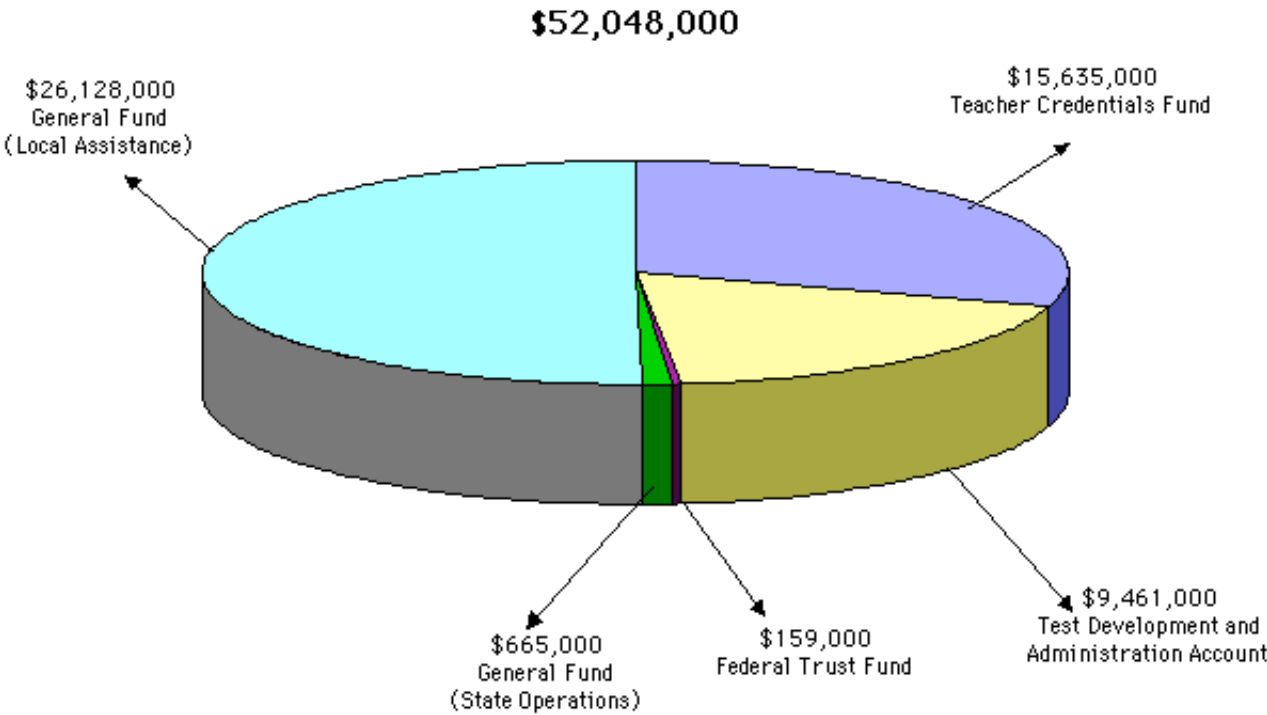


CHART II

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
1998-1999 STATE OPERATIONS BUDGET**

\$25,920,000

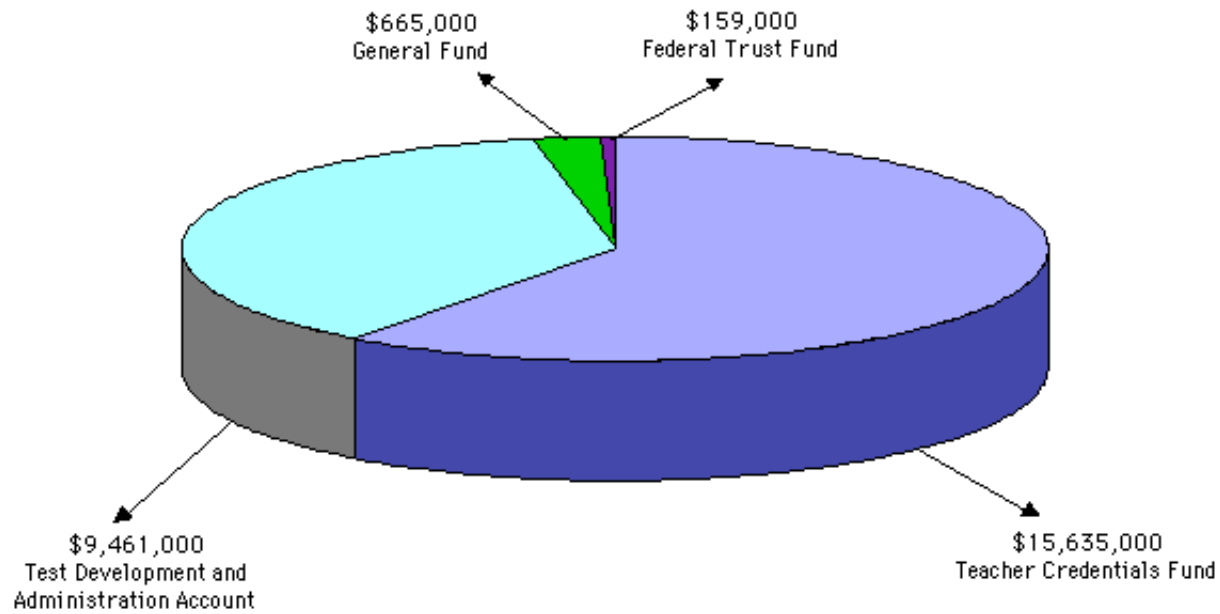
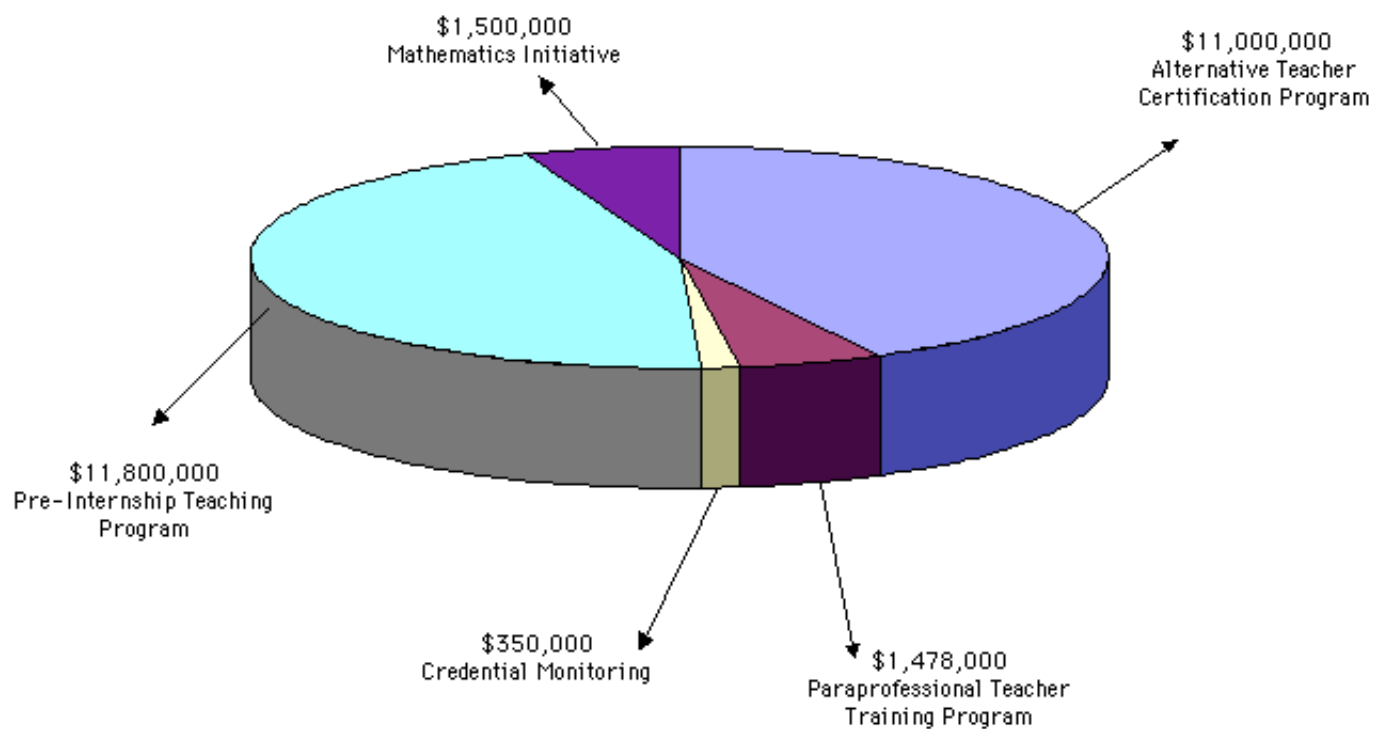


CHART III

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING 1998-1999 LOCAL ASSISTANCE BUDGET

\$26,128,000



| [Back to the Top](#) |
| [Back to October 1998](#)
[Agenda](#) |
| [Back to Agenda](#)
[Archives](#) |
| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: FPPC-2

Committee: Fiscal Planning and Policy

Title: Update on Consolidation of Commission's Offices

✓ Information

Prepared by: LeMardeio Morris, Analyst

BACKGROUND

At the July 1998 meeting of the Fiscal Planning and Policy Committee of the Whole, Commissioners were provided with information regarding the consolidation and relocation of Commission Offices.

FISCAL IMPACT ANALYSIS

The activities associated with the preparation and presentation of this item are included in the baseline budget for the Fiscal and Business Services Section. Therefore, no funding augmentation is needed for this item.

SUMMARY

The Department of General Services, working with Commission staff, reviewed and approved modular furniture specifications. The purchase order was prepared and submitted to the manufacturer with a request for delivery and installation in October 1998.

The process of selecting Commission meeting room furniture is complete and price quotes were submitted to The Department of General Services for review and vendor selection.

Staff received bids from several moving service companies and selected the moving firm that was the lowest bidder.

Staff also toured the 1900 Capitol Avenue facility on September 11, 1998. Substantial progress has been made on the renovation of the first floor. The overall construction effort appears to be roughly on schedule.


The Department of General Services' staff and the building owner's construction representative will meet with staff at the facility biweekly to ensure that the Commission's renovation specifications are met.

A more detailed *REVISED* PROJECT ESTIMATE SCHEDULE is attached for your information and convenience. Staff will continue to provide this type of information to all Commissioners through the completion of this project.

PROJECT SCHEDULE ESTIMATE FOR THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

	Milestones	CCTC	Target	Actual	Comments
		Hours	Date	Date	
Phase 1	PRELIMINARY WORK-CCTC	240	7/1/96	3/1/96	Preparation of 4083s (Questionnaire and Needs Assessment)
T1	Project Started (Assigned to DGS)	N/A	1/8/97	1/22/97	Delay due to holiday schedule
T4	Project Schedule Complete	16	10/23/97	10/23/97	
T2	Program Completed by DGS		1/6/97	4/4/97	
T3	Form 10 Filed	80	1/7/97	7/7/97	1/7/97; 1st revision; Final revision 7/7/97
Phase 2	SITE SELECTION (Advertisement)	80	7/28/97	7/28/97	
T5	Site Search Completed	16	8/20/97	8/20/97	
Phase 3	PLANNING				
T6	Meeting with Space Planner	14	10/23/97	10/23/97	
	Conducted Initial Meeting with Staff Reps.	28	10/31/97	10/31/97	
	Review 1st Draft (Senior Staff)	10	11/12/97	11/12/97	
	Review 1st Draft (Staff Reps. and Space Planner)	28	11/14/97	11/14/97	
	Review 2nd Draft of Building Diagram (Senior Staff)	20	11/26/97	12/10/97	
	Review 2nd Draft of Building Diagram (Staff Reps)	60	12/1/97	12/10/97	
	Review Options for Comm. Mtg. Rm (Ad Hoc Committee)	8	12/5/97	12/5/97	
	Prepare 3rd Draft of Building Diagram (Space Planner)	16	12/12/97	12/11/97	
	Review 3rd Draft (Staff Reps)	14	12/15/97	12/17/97	
	Review 3rd Draft (Senior Staff)	5	12/22/97	12/17/97	
	Review Final Rough Draft (Ad Hoc Committee)	8	12/29/97	12/29/97	
	Review Final Rough Draft (Staff Reps)	14	1/5/98	1/21/98	
	Review Final Rough Draft (Senior Staff)	5	1/5/98	1/21/98	
	Plan Approval (Senior Staff)	5	1/5/98	1/21/98	
	CCTC Recommended Requirements to DGS	8	2/11/98	2/11/98	
	Preliminary Review of Recommended Requirements (DGS)	4	2/18/98	2/18/98	
	Preliminary Review of Recommended Requirements (Owner)	4	2/18/98	2/18/98	
	Plan Approval (DGS) (CCTC) (Owner)	4	3/2/98	4/6/98	

	Modular Furniture Design (CCTC) to DGS	40	4/6/98	4/6/98	
	Modular Furniture Designs to PIA		5/4/98	8/12/98	
	Modular Furniture Designs Returned to DGS		6/24/98	8/19/98	
	Modular Furniture Designs Returned to CCTC		6/26/98	8/19/98	
	Designs Including Revisions to DGS	20	5/11/98	8/21/98	Revised target date - 8/21/98
	Designs Including Revisions from DGS to PIA		7/1/98	8/24/98	
	Final Approval of PIA Drawings Via DGS	8	5/25/98	8/24/98	Revised target date - 8/24/98
	Purchase Order for Modular Furniture	2	6/8/98	8/26/98	
	Delivery of Modular Furniture		8/3/98		Revised target date - 10/1/98
	Installation of Modular Furniture	80	8/10/98		Revised target date - 10/19/98
Phase 4	NEGOTIATIONS/BID				
T7	Lease Execution		4/13/98	7/8/98	
	Approval of Exhibit "A:	32	5/26/98	7/8/98	
	Completion of Form 6	4	5/29/98	7/8/98	
Phase 5	CONSTRUCTION/NOTIFICATION				
T8	Pre-construction Meeting (Owner)		4/13/98	7/15/98	
	Construction to Begin (Owner)		5/1/98	9/8/98	
	Notice of Written Cancellation				
	1100 J Street (DGS)		5/31/98	7/9/98	90 day written notice
	1812 9th Street (DGS)		7/31/98	7/14/98	60 day written notice
Phase 6	OCCUPANCY				
T9	Phase 1 (CCTC-DPP)	320	9/1/98		1100 J Street - Revised target date 11/1/98
	Phase 2 (CCTC - All Other Divisions)	720	10/1/98		1812 9th Street - Revised target date 11/1/98
	Acceptance (CCTC)	8	9/1/98		1900 Capitol Avenue - Revised target date 11/1/98
T10	Project Close Out (CCTC & DGS)	8	12/1/98		
	Totals	1,929			

[| Back to the Top |](#)
[| Back to October 1998](#)
 [Agenda |](#)
[| Back to Agenda](#)
[Archives |](#)
[| Return to About CTC |](#)





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: FPPC-3

Committee: Fiscal Planning and Policy

Title: 1999-2000 Budget Change Proposal for the Paraprofessional Teacher Training Program

✓ Action

Prepared by: John Wahlstrom, Analyst

BACKGROUND

At the time of the August 20-21, 1998 Commission Meeting, the proposed budget for 1998-1999 included additional funding for the Paraprofessional School Teacher Training Program (PTTP). However, it was not approved as part of the 1998 Budget Act. Therefore, a Budget Change Proposal (BCP) is needed for the 1999-2000 fiscal year to expand the program as required by statute.


FISCAL IMPACT ANALYSIS

The activities associated with the preparation and presentation of this item are included in the baseline budget for the Fiscal and Business Services Section. Therefore, no funding augmentation is needed for this item.

SUMMARY

For over three years the Commission has been funded with approximately \$1.5 million of Proposition 98 general fund moneys in support of the PTTP. In 1997, Assembly Bills 352 and 353 (Chapters 737 and 832, Statutes of 1997, respectively), effective January 1, 1998, mandated that the PTTP recruit candidates from among 24 school districts and/or county offices of education throughout the state. This mandate doubled the size of the program from its current level.

This mandate coupled with California's continuing demand for qualified teachers, and the exclusion of funds for the expansion of this program in the 1998 Budget Act serve as the basis of this request. Staff has prepared the following BCP requesting an augmentation to the Commission's 1999-2000 budget by approximately \$1.5 million from Proposition 98 general funds. If approved, this augmentation would increase the total program up to \$3 million, the level necessary to support the program's expansion.

| [Back to the Top](#) |
| [Back to October 1998](#)
 [Agenda](#) |
| [Back to Agenda](#)
[Archives](#) |
| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Recommendation of the Reading Program Certification Review Panel

✓ Action

Prepared by: Marilyn Errett, Consultant

Overview of This Report

This report contains a listing of programs recommended by the Reading Program Certification Review Panel to the Commission for approval of "Certification Status" as outlined in California Education Code §44283. The purpose of this section of the Education Code is to certify that candidates for Multiple Subject Teaching Credentials have the "opportunity to learn" content covered in the Reading Instruction Competence Assessment (RICA). With this report, the review is completed. Seventy-nine programs will be listed on the Commission's web page as meeting the RICA requirement.

Policy Issue to be Resolved

Should the list of programs recommended by the Reading Program Certification Review Panel be approved by the Commission for "Certification Status" per Education Code §44283?

Fiscal Impact Summary

The review is funded through an allocation from the State of California's General Fund as specified in AB 3075, Baldwin (Chapter 921, Statutes of 1996).

Staff Recommendation

That the Commission give "Certification Status" to the programs recommended by the Reading Program Certification Review Panel in this report.

Important Note

The following report includes information that could not be summarized above, and is relevant to the deliberations of the Commission.

Recommendations of the Reading Program Certification Review Panel

September 18, 1998

In November 1997, the Commission's Executive Director appointed a fifteen member panel of individuals with expertise in reading, from both the K-12 and university systems, to review the content and scope of preparation for reading instruction in all Multiple Subject Teaching Credential Programs. This review, mandated by the Legislature in relation to the Reading Instruction Competence Assessment (RICA), was intended to assure that all Multiple Subject Teaching Credential candidates had the "opportunity to learn" the content covered in the RICA. Program sponsors and panel members have worked tirelessly to complete this in-depth review, based on the Commission's new *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English*. Commission staff particularly wishes to recognize the members of the Reading Program Certification Review Panel for their dedication and hours of personal time spent "coaching" document writers and program sponsors to assure program quality and to support the completion of this task.

The work of the Commission's Reading Program Certification Review Panel is now complete. If the Commission approves the programs listed in this report, all university and district intern programs offering Multiple Subject Teaching Credential preparation programs will be "certified" as offering candidates the opportunity to learn course content included in the Reading Instruction Competence Assessment (RICA). Seventy-nine programs will be listed on the Commission's web page as meeting the RICA requirement.

At its June 4, 1998, meeting, the Commission voted to modify the written presentation of consent calendar items for the Reading Program Certification Review. This modification features a brief paragraph highlighting unique aspects of each reading program recommended to the Commission for approval. While these paragraphs single out certain parts of each program, they do not represent the program as a full, integrated, and complex piece.

All of the programs listed have met the Standard and Factors to Consider of the *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English*. The programs offer a professional preparation program that provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject Teaching Credential to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts, including explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds.

The following programs are recommended by the Reading Program Certification Review Panel to the Commission for approval of "Certification Status" as outlined in California Education Code §44283.

California State University, Bakersfield

CSU Bakersfield offers a traditional student teacher route to the Multiple Subject Teaching Credential and an intern program route. Both programs offer the Multiple Subject/CLAD emphasis credential. The university has redesigned and standardized the reading courses so that all sections offer a balanced program with a strong decoding, and phonics component. The university collaborates with several districts and field assignments cover a large geographical area.

California State University, Northridge

CSU Northridge serves a wide area in Southern California. The student population is very diverse, having campuses in Ventura and in the Antelope Valley. Despite the wide geographical area, faculty hold monthly meetings to maintain standards and consistency. The program has a strong research base followed by practical experience for the candidates through their observation,

participation, and student teaching field placements. Another highlight of the program is a strong assessment component spanning kindergarten through eighth grade. Skills and strategies in areas such as phonics, comprehension, and higher-order thinking skills are well covered.

Christian Heritage College

Christian Heritage College (CHC) offers a relatively small teacher education program that works in partnership with Naranca Elementary School, a Title 1 school in El Cajon. Candidates gain student teaching experience working with at-risk students in a multicultural and multilingual setting. The primary objective in the reading methods course is for each candidate to develop a clear understanding of a balanced, cohesive, and effective literacy program, including the purpose and guidelines for teaching direct, systematic phonics. During the second semester of student teaching, candidates videotape themselves teaching two reading lessons. As stated in the CHC reading document, "Student teachers are expected to be able to assess, diagnose, prescribe for, and fulfill the reading needs of the students in their classrooms by means of elements of a balanced approach to teaching reading."

Claremont Graduate University

The Claremont Graduate University Center for Educational Studies is a private, independent university embedded in the Claremont Colleges, offering a well-designed and balanced reading program for interns. The program includes instruction in decoding (phonemic awareness and phonics) and comprehension. Candidates have the opportunity to observe model reading teachers. Especially commendable is the use of an observation guide, based on Mary Ellen Vogt's work, which provides interns with specific, valuable feedback.

Concordia University

Concordia University is an independent, Christian university located in Irvine. The University program meets all aspects of the *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English*. It offers a well balanced, comprehensive program of instruction that includes explicit and meaningfully-applied instruction in reading, including direct, systematic phonics instruction and comprehension skills. In addition, teaching credential candidates carefully examine formalized assessment tools. Cultural sensitivity is reflected throughout the program as evidenced in the course syllabi.

Long Beach Unified District Bilingual Program

The Long Beach Unified District Bilingual Program was implemented in August 1993 to address a shortage of bilingual teachers in the third largest school district in California. Interns are prepared to work in urban settings with great linguistic and cultural diversity. The program has a strong emphasis on strategies for English language learners. Interns are carefully monitored by well-chosen mentors throughout the two year program. Careful attention is given to the teaching of phonics and the program includes other important aspects of reading and language arts instruction.

National Hispanic University

National Hispanic University (NHU) is a private, independent university located in San Jose. The program offers coursework in Spanish and English and focuses the work of its students on issues of diversity and on working with English language learners. The university's response to the reading standard shows a great deal of reflection and an approach to preparation for reading instruction that allows candidates exposure to reading instruction early in the program and continues to reinforce and deepen the experience as each candidate progresses through the program. In response to the reading standard, NHU has added a full-time faculty position to

address needs in field work supervision and to coordinate the program effectively with its partner school district. The program meets all aspects of the reading standard including direct, systematic phonics instruction, comprehension, and related language arts.

New College of California

New College of California, located in San Francisco, focuses its program on preparation for work in impoverished inner city settings. The program clearly remains committed to its pedagogical approach while infusing the activities and concepts reflected in the reading standard. The panel appreciates the college's addition of a phonics component and notes the new student teacher evaluation developed in response to the standard.

Project Pipeline District Intern Program

"Project Pipeline Teacher Alternative Certification and Hiring" is a consortium of school districts located in two distinct areas of the state: Sacramento and Alameda Counties. The two centers of this consortium work together in the design and development of the coursework and candidate experiences to prepare their district interns over a two-year cycle to earn the Multiple Subject Teaching Credential. In cohort groups of 25, the interns meet at their nearest center to learn how to deliver a balanced, comprehensive program for reading, language arts instruction as part of their Multiple Subject Credential preparation. Both centers have worked diligently to align their reading programs with the standards as set forth in RICA specifications and the *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English*. Preparation for instruction in phonemic awareness, phonics, and spelling is a strong component of Project Pipeline's coursework. Project Pipeline has added to their program a new, comprehensive, four-tiered set of courses in reading and language arts.

United States International University

United States International University is a private, independent university with campuses located in San Diego, Mexico City, and Nairobi. The San Diego campus hosts students from all parts of the world and offers a wide range of multicultural experiences. This diversity is well reflected in the Multiple Subject Teaching Credential Program. Issues and teaching strategies for use in culturally and linguistically diverse settings are integrated throughout the coursework. The reading methods course is particularly strong in preparing candidates for work with English language learners. The reading program meets all aspects of the reading standard and offers a balanced approach including work in systematic phonics instruction and comprehension.

University of California, Berkeley - Graduate and Extension Programs

The Graduate Developmental Education Program of University of California, Berkeley is a comprehensive, research-based, two-year credential/masters program which graduates approximately 20 candidates per year. The program provides candidates the opportunity to complete five different student teaching placements over the two-year period. In addition, candidates have the unique experience of individually assessing and tutoring six different students. Candidates make in-depth reflections on the teaching/tutoring experience.

The Internship Program, offered through extension, is a two-year program offered in partnership with three urban school districts; Berkeley Unified, Oakland Unified, and San Francisco Unified. The program is intended to prepare teachers for work in urban settings and to retain teachers by focusing on a career that includes life-long professional development. The program offers depth and breadth in learning by revisiting various learning modules throughout the two years.

Both programs fully meet the standard and factors to consider and include a balance of direct, systematic phonics instruction, systematic instruction in comprehension, as well as other

important aspects of reading and language arts.

University of California, Davis

The University of California, Davis' reading coursework for Multiple Subject Credential candidates emphasizes work with English language learners as well as fluent speakers of English. The program is strong in self-reflection and application of knowledge through analysis of child case studies. The program addresses all components of the reading standard including phonics and comprehension.

University of California, Los Angeles Extension Program

University of California, Los Angeles Extension Program offers a two-year internship program for Multiple Subject Teaching Credential Candidates. The internship program consists of ten instructional modulars, five of which directly address the RICA Content Specifications including phonics, phonemic awareness, comprehension, and ongoing assessment. The program format allows candidates to revisit critical topics in reading instruction. This aspect is a strength of the program.

University of the Pacific

The University of the Pacific, a private university located in Stockton, offers two routes to teacher certification, a traditional program including student teaching and an intern program. The reading program, identical for both the intern and traditional program, is well balanced, providing candidates with theoretical and practical experience in decoding, direct systematic phonics, and comprehension skills. Students and interns prepare a portfolio documenting their teaching competence.

University of Redlands

The University of Redlands is a private, independent university in Southern California. The Multiple Subject Teaching Credential Program offers nine semester units of coursework in reading and reading-related subjects. The program also offers extensive and carefully planned field experiences in reading instruction prior to student teaching. The program balances phonics, comprehension, and other reading-related subjects with a thoughtful application of critical thinking skills.

University of San Diego

University of San Diego is a private, independent university offering a variety of teacher preparation and service credential programs. Of note is the university's requirement that candidates complete a community service requirement in which they tutor struggling readers. The university has revised its program this year to include RICA workshops. It also communicates RICA content specification information to all master teachers in reading field work experience classrooms to ensure that candidates have optimal interaction with students. Student teachers maintain an interactive journal to aid in the examination of their work in reading instruction. The program offers a balanced approach to reading instruction including direct, systematic phonics, and comprehension instruction.

Westmont College

Westmont College is a private, independent college located in Santa Barbara. The Multiple Subject Teaching Credential Program is combined with a CLAD emphasis. The reading program features

extensive field work that is closely connected to course content. Opportunities abound in which candidates develop strong lesson planning skills. The RICA content specifications are clearly identified for candidates and highlighted throughout the coursework. Systematic phonics instruction is addressed through varying methodological approaches and is reinforced for candidates through a unique computer program which helps candidates understand not only the content, but the effective use of technology.

| [Back to the Top](#) |

| [Back to October 1998](#)

[Agenda](#) |

| [Back to Agenda](#)

[Archives](#) |

| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: PREP-2

Committee: Preparation Standards

Title: Approval of Credential Preparation Programs by Colleges and Universities and Local Education Agencies

✓ Action

Prepared by: Larry Birch, Ed.D.

Administrator of Accreditation

Approval of Credential Preparation Programs by Colleges and Universities and Local Education Agencies

September 15, 1998

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels and Designated Subjects personalized preparation programs recommended for approval by Commission staff, according to procedures adopted by the Commission

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of

the program review and approval activities.

Recommendation

That the Commission approve the credential preparation programs recommended in this item,

Important Note

The following report contains important information that could not be summarized above and is relevant to the deliberations and decisions of the Commission.

Approval of Credential Preparation Programs by Colleges and Universities and Local Education Agencies

**Preparation Standards Committee of the Whole
September 15, 1998**

I. Subject Matter Preparation Program Review Panel Recommendations

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

Mathematics

- Fresno Pacific University

Music

- Biola University

Physical Education

- California Lutheran University
- California State University, Hayward

Science

- Azusa Pacific University

II. Designated Subjects Personalized Preparation Program Recommendations

Background

Commission staff is responsible for the review of proposed Designated Subjects personalized preparation programs, consulting with external reviewers, as needed. This item contains two Designated Subjects personalized preparation programs submitted by the Mendocino County Office of Education.

Summary Information on Designated Subjects Personalized Preparation Programs Awaiting Commission Approval

The Mendocino County Office of Education has responded fully to the Commission's standards and preconditions for Designated Subjects personalized preparation programs for both Adult and Vocational Education. Both programs have been reviewed thoroughly by Commission staff, and have met all applicable standards and preconditions established by the Commission and are recommended for approval by the Commission.

Recommendation

That the Commission approve the following programs of personalized preparation for Designated Subjects Teaching Credentials proposed by the Mendocino County Office of Education.

- Designated Subjects Adult Education Teaching Credential
- Designated Subjects Vocational Education Teaching Credential

| [Back to the Top](#) |
| [Back to October 1998](#)
[Agenda](#) |
| [Back to Agenda](#)
[Archives](#) |
| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: C&CA-1

Committee: Credentials and Certificated Assignment Committee

Title: Report on Permits and Waivers Issued to Individuals Serving Students with Disabilities in Nonpublic, Nonsectarian Schools and Agencies

✓ Action

Prepared by: Mark McLean, Program Analyst

Report on Permits and Waivers Issued to Individuals Serving Students with Disabilities in Nonpublic, Nonsectarian Schools and Agencies Overview of This Report

**Certification, Assignment and Waivers Division
September 11, 1998**

Summary

This is a follow-up to a report presented at the August Commission meeting which discussed the state requirements for nonpublic schools and agencies. This item includes information on permits and waivers issued for teachers serving students with disabilities in these schools. The statistics presented in this report will provide information on the progress these individuals have made in moving from waivers and emergency permits to credentials.

Fiscal Impact

None.

Policy Issue to be Resolved

Should the Commission propose to the State Board of Education and the State Superintendent of Public Instruction specific policy changes related to the staffing of nonpublic schools and agencies?

Recommendation

Staff recommends that the Commission approve one or more of the actions described in the Policy Considerations section of this report

Background

In response to the Commission's interest in further information regarding nonpublic, nonsectarian schools and agencies staff presented a report at the August Commission meeting on the state and

federal regulations governing these agencies. The report showed that current law requires nonpublic schools and agencies providing special education and designated instruction and services to utilize staff who hold a valid California credential or license in the service rendered in order to be eligible for certification from the California Department of Education but does not specify that all staff must hold a valid Commission document. This has been interpreted to mean that so long as "one" teacher holds a credential, permit or waiver the school or agency meets certification requirements. According to the Department of Education there are currently over three hundred and fifty certified nonpublic schools and approximately four hundred and seventy nonpublic agencies.

As a follow-up to the August report this item provides information related to the number of personnel on emergency permits and waivers in nonpublic schools and agencies. Although there are no currently available statistics on the total number of staff in these agencies, Commission data shows that in 1997-98 these schools were issued nearly seven hundred waivers and over two hundred emergency permits. These numbers include new documents and renewals. Staff has no way to determine the number of teachers employed in nonpublic schools or agencies who hold no valid credentials, permits or certificates issued by the Commission. Consequently, the numbers used in this report refer to waiver requests and credential applications received during the years cited.

Waivers and Permits Issued For Nonpublic Schools and Agencies

In order to determine the progress toward full certification of teachers receiving waivers through nonpublic schools or agencies staff compiled statistics on the most recent document earned by individuals who received their first waiver in 1994-95, 1995-96, and 1996-97. Tables 1 through 3 break down this information according to the year the first waiver was issued. For example, Table 1 shows that forty-five of the three hundred and eighty-four individuals who received their first waiver in 1994-95 eventually obtained a credential, but one hundred and eighteen made no progress beyond the first year receipt of a waiver.

Table 1
Progress of Individuals Who Received First Special Education Waiver in 1994-95 Through a Nonpublic School or Agency

No Progress Beyond First Waiver	118 (31%)
Waiver	[TOTAL: 182 (47%)] 45 Renewed Once 47 Renewed Twice 87 Renewed Three Times 3 Renewed 4 Times
Permit	[TOTAL: 39 (10%)] 23 Earned Permit/Did Not Renew 7 Renewed Once 7 Renewed Twice 2 Renewed Three Times
Credential	45 (12%)
TOTAL FIRST TIME WAIVERS ISSUED IN 1994-95	384

Table 2
Progress of Individuals Who Received First Special Education Waiver in
1995-96 Through a Nonpublic School or Agency

No Progress Beyond First Waiver	89 (37%)
Waiver	[TOTAL: 120 (50%)] 56 Renewed Once 60 Renewed Twice 4 Renewed Three Times
Permit	[TOTAL: 18 (7%)] 13 Earned Permit/Did Not Renew 4 Renewed Once 1 Renewed Twice
Credential	14 (6%)
TOTAL FIRST TIME WAIVERS ISSUED 1995-96	241

Table 3
Progress of Individuals Who Received First Special Education Waiver in
1996-97 Through a Nonpublic School or Agency

No Progress Beyond First Waiver	107 (47%)
Waiver	[TOTAL: 103 (45%)] 100 Renewed Once 3 Renewed Twice
Permit	11 (5%) Earned Permit/Did Not Renew
Credential	6 (3%)
TOTAL FIRST TIME WAIVERS ISSUED 1996-97	227

The most significant statistic on Tables 1, 2 and 3 is the number of individuals who obtained a waiver one time and have not renewed the waiver or progressed toward other types of certification. Among the teachers who obtained a first time waiver in 1994-95 and 1995-96 approximately one-third did not progress beyond the first waiver. Nearly half of those who obtained their first waiver in 1996-97 did not renew the waiver or earn other certification. Additionally, the tables show that the numbers of individuals who have renewed the waiver once or twice and apparently discontinued their pursuit of full certification are also very high.

The total number of credentials earned by the teachers who began serving on waivers is quite small. So far only forty five (12%) of the nearly four hundred individuals who obtained their first waiver in 1994-95 have earned the full credential. The number of teachers obtaining the credential among those who earned their first waiver in the following two years is similarly low.

An encouraging statistic is the steady decrease in the total number of first time waivers issued for those schools each year. From 1994-95 to 1996-97 the number of such waivers decreased by 40%. This appears to indicate that fewer untrained staff members are being recruited to serve in these positions.

The advent of the new Emergency Education Specialist Permit which provides more ways for individuals to qualify for the permit and authorize service in a resource setting should allow a larger number of these teachers to obtain an emergency permit. This is expected to result in a significant decrease in the number of special education waivers issued in 1998-99.

The nonpublic school teachers who started in the credential process on the basis of an emergency permit have shown more success in progressing toward the full credential than those on waivers. Tables 4 and 5 display statistics on the individuals who obtained first time permits in 1995-96 and 1996-97. There are no statistics for 1994-95 as permits were restricted to the county offices of education rather than the specific nonpublic schools during that time. Table 4 shows that nearly twenty percent of the special education teachers who first obtained a permit in 1995-96 have now earned the credential and Table 5 shows that fourteen percent of the first time permit holders in 1996-97 have obtained that document.

Table 4
Progress of Individuals Who Received First Special Education Emergency Permit in 1995-96 Through a Nonpublic School or Agency

No Progress First Permit	48 (32%)
Permit	[TOTAL: 75 (49%)] 38 Renewed Once 37 Renewed Twice
Credential	29 (19%)
TOTAL FIRST TIME PERMITS ISSUED 1995-96	152

Table 5
Progress of Individuals Who Received First Special Education Emergency Permit in 1996-97 Through a Nonpublic School or Agency

No Progress Beyond First Permit	46 (39%)
Permit	56 (47%) Renewed Once
Credential	17 (14%)
TOTAL FIRST TIME PERMITS ISSUED 1996-97	119

However, the number of individuals who obtain the permit once and do not progress beyond that single issuance remains quite high; one third from 1995-96 and nearly 40% from 1996-97. It is unclear what happens to these individuals or why they do not continue to progress toward full certification.

Comparison of Nonpublic Schools Waivers and Permits to Schools Districts and County Offices of Education

In comparison to nonpublic schools and agencies, statistics show that individuals who have received special education waivers or emergency permits through school districts and county offices of education have been much more successful in earning their credential. Table 6 displays the number of individuals who obtained a first time waiver through a district or county each year and the breakdown of the number of those teachers who made no further progress, renewed the waiver, or have gone on to earn the permit or credential.

The table shows that the percentages of teachers who obtained one waiver and did not renew the waiver or move on to any other type of certification are comparable to those for nonpublic schools. However, the percentage of teachers who obtained their first waiver through a district or county and have now earned the credential is much larger than for nonpublic schools. Table 6 reveals that 28% of the six hundred and seventy teachers who earned a district/county waiver for the first time in 1994-95 now have a full credential as compared to 12% of the three hundred and eighty-four nonpublic school teachers obtaining their first waiver during that time who have earned the credential. The differences in the number of teachers who achieve the credential are similarly large in each of the following years.

Table 6
Progress of Individuals Who Received First Special Education Waivers
Through a School District or County Office of Education

Year	Waivers Issued	No Progress Beyond First Waiver	Renewed Waiver	Permit Earned	Credential Earned
1994-95	670	164 (24%)	193 (29%)	126 (19%)	187 (28%)
1995-96	495	154 (31%)	171 (34%)	87 (18%)	83 (17%)
1996-97	718	276 (38%)	256 (36%)	124 (17%)	62 (9%)

Table 7 provides the same type of information for individuals who received a first time emergency permit in each of the years indicated and the progress those teachers have made toward the full credential. The number of individuals who have earned the credential is significantly larger than for nonpublic school teachers. As an example, in comparing the information for 1995-96 to the nonpublic school information in Table 4, it may be seen that only 19% of the one hundred and fifty-two teachers who obtained their first permit through a nonpublic school that year earned their credential whereas 38% of twelve hundred and thirty three individuals with such district/county documents have earned the credential.

Table 7
Progress of Individuals Who Received First Special Education Permits
Through a School District or County Office of Education

Year	Permits Issued	No Progress Beyond First Permit	Renewed Permit	Credential Earned
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1995-96	1233	344 (28%)	415 (34%)	474 (38%)
1996-97	820	261 (32%)	308 (37%)	251 (31%)

The reasons for these substantial differences are unclear. Some possible explanations may be related to differences in the salaries and support received by teachers at nonpublic schools as compared to public school districts and county offices of education. Additionally, the work environment in nonpublic schools may be more challenging as a large percentage of the population served by those schools are seriously emotionally disturbed students.

Policy Considerations

In light of the evident lack of progress toward full certification of nonpublic school employees the Commission may wish to develop avenues which will provide greater assurances that those teachers are working toward appropriate credentials. Such actions would require collaboration among the Commission, the State Board of Education and the Department of Education.

The Commission may wish to:

- 1) Recommend to the State Superintendent of Instruction and the State Board of Education that amendments to the Education Code be sought to require all individuals who provide direct instruction to students in nonpublic, nonsectarian schools and agencies hold a credential, permit or waiver issued by the Commission.
- 2) Recommend to the State Board of Education that permanent Title 5 regulations be adopted to require that all individuals teaching in nonpublic, nonsectarian schools and agencies must continue to hold a valid document issued by the Commission and make progress toward full certification if employed on a permit or waiver.
- 3) Direct staff to work with the Department of Education to identify staffing problems related to nonpublic, nonsectarian schools and agencies and develop methods of systematic collection of data on staff numbers, specific certification held by staff, and turnover.

[| Back to the Top |](#)
[| Back to October 1998](#)
[Agenda |](#)
[| Back to Agenda](#)
[Archives |](#)
[| Return to About CTC |](#)





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: C&CA-2

Committee: Credentials and Certificated Assignment Committee

Title: Proposed Addition to Title 5 Regulations Concerning Pupil Personnel Services Credentials

✓ Action

Prepared by: Jim Alford, Staff Analyst

Proposed Addition to Title 5 Regulations Concerning Pupil Personnel Services Credentials

September 18, 1998

Summary

This item introduces proposed additions to Title 5 regulations pertaining to requirements and authorizations for the Pupil Personnel Services Credentials. These include authorization statements for each of the four types of Pupil Personnel Services Credentials and the requirements for each of these credentials. The four Pupil Personnel Services authorizations issued currently are:

- School Counseling
- School Social Work
- School Psychology
- School Child Welfare and Attendance Services

Fiscal Impact

There will be a minor cost to the agency related to disseminating the information to school districts and county offices of education and holding a public hearing. Such costs are contained within the budget of the Certification, Assignment and Waivers Division.

Policy Issues to be Resolved

Should the Commission define more specifically the requirements for and authorizations of Pupil Personnel Services Credentials? Are the proposed authorizations appropriate for the specific Pupil Personnel Credentials?

Recommendation

Staff recommends that the Commission approve the proposed additions to the regulations for purposes of beginning the rulemaking file for submission to the Office of Administrative Law and scheduling a public hearing.

Background

Education Code Section 44225(e) requires the Commission to "determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders." In carrying out these duties, staff has found that some sections of the Education Code and Title 5 regulations pertaining to assignment are sufficiently vague to create confusion or allow questionable interpretation among educational employers. Staff proposed at the August 1998 Commission Meeting a general plan to clarify in regulations those areas pertaining to assignment that are open to misinterpretation. In response to the Commission's approval of this plan, staff has undertaken the first phase in regulation changes, specifically the authorization statements for Pupil Personnel Services Credentials. To correct a previous omission and provide additional clarity, staff also proposes to include in regulation changes the requirements for obtaining each of the Pupil Personnel Services authorizations.

In September 1998, staff was given the opportunity to meet with the Pupil Personnel Services advisory panel which has been formed to review program standards for Pupil Personnel Services Credentials to solicit their opinion as to the appropriate authorization statement for each of the four types of pupil personnel services documents. The panel discussed each of the credential types, drafted authorization statements for each, and presented them to staff. Upon review of the panel's suggested statements, staff determined that some of the language was not appropriate for use in a credential authorization statement and edited the proposed language to fit the proper format. The Commission's consultant for Pupil Personnel Services programs reviewed the revised authorization statements and recommended changes to more closely reflect the intent of the original language proposed by the advisory panel. The authorization statements appearing in the proposed amendments to Title 5 Section 80049.1 shown below are the product of this process. Title 5 Section 80049 has also been amended to include the requirements for each of the authorizations referenced in Title 5 Section 80632, revised and reorganized for clarity.

Proposed Amendments

Staff proposes that Title 5 Section 80049 be expanded to state the requirements for each of the four types of Pupil Personnel Services Credential authorizations:

- Subsection (a) lists the four authorizations and clarifies that the School Child Welfare and Attendance Services authorization may only be obtained by individuals holding one of the other Pupil Personnel Services authorizations.
- Subsection (b) describes the requirements for Pupil Personnel Services Credentials for individuals prepared in California.
- Subsection (c) describes the requirements for Pupil Personnel Services Credentials for individuals prepared outside of California.
- Subsection (d) refers to Section 80049.1 for the authorization for each of the four Pupil Personnel Services Credentials.
- Subsection (e) refers to Section 80553 for dating of the credentials.

Staff proposes that a new section, 80049.1, be established wherein the authorizations for each of the four Pupil Personnel Services Credentials shall be stated:

- Subsection (a) contains the authorization statement for the Pupil Personnel Services: School Counseling Credential.
- Subsection (b) contains the authorization statement for the Pupil Personnel Services: School Social Work Credential.
- Subsection (c) contains the authorization statement for the Pupil Personnel Services: School Psychology Credential.
- Subsection (d) contains the authorization statement for the Pupil Personnel Services: School Child Welfare and Attendance Services Credential.
- Subsection (e) clarifies that the holder of a Pupil Personnel Services Credential holder is authorized to serve as an administrator of a Pupil Personnel Services program, as described in Education Code Section 44270.2.
- Subsection (f) allows for the involvement of community-based service providers in the implementation of Pupil Personnel Services programs, provided that they are supervised in their

activities by an individual holding a pupil personnel services authorization.

The affected Title 5 sections with the proposed changes follow. The sections proposed for deletion are lined through. The proposed additions to the section are underlined.

Title 5 Section 80049. Specific Requirements for Professional Clear Services Credential with a Specialization in Pupil Personnel Services.

- (a) A Services Credential with a Specialization in Pupil Personnel Services shall be issued for five years may be issued in the following areas: School Counseling, School Social Work, School Psychology, and School Child Welfare and Attendance on the basis of the completion of all requirements in subsections (b) or (c). Individuals seeking the School Child Welfare and Attendance area must also hold or be issued concurrently an authorization in School Counseling, School Social Work, or School Psychology.
- (b) The minimum requirements for the professional clear Pupil Personnel Services Credential for applicants who complete a professional preparation program in California shall include (1) through (4):
 - (1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;
 - (2) the completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils;
 - (3) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and
 - (4) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the professional clear credential sought.
- (c) The minimum requirements for the professional clear Pupil Personnel Services Credential for applicants who complete a professional preparation program outside California shall include (1) through (3). Applicants may apply directly to the Commission for the professional clear Pupil Personnel Services Credential under this section:
 - (1) a baccalaureate or higher degree except in professional education from a regionally accredited institution of higher education;
 - (2) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252(b); and
 - (3) the completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation in the requested pupil personnel services area of specialization, including successful completion of a supervised field practice appropriate to the specialization area, in a school setting in direct contact with pupils, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;
 - (A) The professional preparation program of study for the school counseling specialization area must include a minimum of 30 semester units, or the equivalent in quarter units, of post baccalaureate study;
 - (B) The professional preparation program of study for the school social work specialization area must include a minimum of 45 semester units, or the equivalent in quarter units, of post baccalaureate study;
 - (C) The professional preparation program of study for the school psychologist specialization area must include a minimum of 60 semester, units or the equivalent in quarter units, of post baccalaureate study;
 - (D) The professional preparation program of study for the added school child welfare and attendance specialization area must include a minimum of 9 semester units, or the equivalent in quarter units of post baccalaureate study; and
- (d) The professional clear Pupil Personnel Services Credential authorizes the services specified in Section 80049.1.
- (e) The professional clear Pupil Personnel Services Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

Title 5 Section 80049.1 Authorization for Service.

A Services Credential with a specialization in Pupil Personnel Services authorizes the holder to perform pupil personnel services in the specialization(s) named, as described below, in grades 12 and below, including preschool, and in programs organized primarily for adults;

- (a) The Pupil Personnel Services: School Counseling Credential authorizes the holder to develop, plan, implement and evaluate a school counseling and guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide consultation and staff development to teachers regarding students' needs; and supervise a district-approved advisory program as described in Education Code Section 49600.
- (b) The Pupil Personnel Services: School Social Work Credential authorizes the holder to assess home, school, personal and community factors that may affect a student's learning; identify and provide intervention strategies for children and their families including counseling, case management, and crisis intervention; consult with teachers, administrators and other school staff regarding social and emotional needs of students; and coordinate family, school and community resources on behalf of students.
- (c) The Pupil Personnel Services: School Psychology Credential authorizes the holder to provide services that enhance academic performance; design strategies and programs to address problems of adjustment; conduct psycho-educational assessments for purposes of identifying special needs; consult with other educators and parents on issues of social, developmental, behavioral and academic difficulties; provide psychological counseling for individuals, groups and families; and coordinate intervention strategies for management of individual and school-wide crises.
- (d) The Pupil Personnel Services: Child Welfare and Attendance Credential authorizes the holder to access appropriate services from both public and private providers, including law enforcement and social services; provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws; address school policies and procedures that inhibit academic success; implement strategies to improve student attendance; participate in school-wide reform efforts; and promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations.
- (e) An individual holding any of the authorizations described in this section may serve as an administrator of a pupil personnel services program per Education Code Section 44270.2
- (f) Nothing in this section shall be construed to preclude school districts from utilizing community-based service providers, including volunteers, individuals completing counseling-related internship programs, and state licensed individuals and agencies to assist in providing pupil personnel services, provided that such individuals and agencies are supervised in their school-based activities by an individual holding a pupil personnel services authorization.

Note: Authority cited: Sections 44225, 44266, Education Code.





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: C&CA-3

Committee: Credentials and Certificated Assignment Committee

Title: Proposed Amendments to Title 5 Regulation, §80499, Pertaining to Adding an Authorization to a Teaching Credential

✓ Information

Prepared by: Michael McKibbin, Consultant
Yvonne Novelli, Program Analyst

Proposed Amendments to Title 5 Regulation, §80499 Pertaining to Adding an Authorization to a Teaching Credential

September 17, 1998

Summary

The following proposes to amend Title 5 Regulation §80499 related to adding an authorization to a teaching credential. These amendments add relevant pedagogical requirements for those obtaining a different level teaching credential.

Fiscal Impact Statement

There will be a minor short term cost to the agency related to holding a public hearing if the recommendation is adopted. The Commission currently receives approximately 1500 applications for the added authorizations each year. Because of the proposed new requirements, there might be a slight reduction in applications for these credentials.

If the subject matter competency requirement is verified by examination, the current costs for individuals seeking a credential at a different level is \$190 for the MSAT examination used to obtain the Multiple Subject Credential or \$120 to \$290 for the specialty area examinations used to obtain the Single Subject Credential. There is also a credential application fee of \$60 (effective October 1, 1998). If the proposal is accepted, these individuals will incur additional costs ranging from approximately \$350 to \$1650, per methodology course, and \$285 to \$2160, per

language skills course, depending upon the institution they attend. The total cost for those seeking the Multiple Subject Credential will then be increased from \$250 to \$600-\$1900 and the Single Subject Credential will be increased from \$180-\$350 to \$815-\$4160.

Policy Issues to Be Resolved

Shall the Commission require a Multiple or Single Subject Teaching Credential holder to complete relevant pedagogical training before obtaining an added teaching authorization at a new level?

Background

Title 5, §80499, currently allows an individual who is eligible for a teaching credential based on a baccalaureate degree and a professional teacher education preparation program including student teaching to obtain a Multiple or Single Subject Teaching Credential, in most cases, by verifying only subject matter competency. This does not require any additional pedagogical training when obtaining an authorization at a new level, such as a Single Subject Credential holder obtaining the Multiple Subject Credential.

Education Code §44225(e) requires the Commission to exempt holders of General and Standard (pre-Ryan) teaching credentials from numerous credential requirements, including pedagogical training, when obtaining added authorizations. For this reason, the proposal does not affect holders of these credentials.

The Importance of Reading and Content Pedagogy for those Seeking Supplementary Authorizations

The importance of the ability to teach reading is essential at all grade levels. Similarly, the ability to translate knowledge of a subject area into content that is understandable and developmentally appropriate is critical for teachers at all grade levels. Teachers who are initially prepared to instruct primarily secondary or primarily elementary students need to have developmentally appropriate instruction in those grade levels they wish to add to their teaching authorization.

The work of Adams (1990), Honig (1996), Liberman et al (1991), Lyon (1994), and Moats (1994), and the California Reading Task Force (1995), all show the importance of focused, specific, developmentally appropriate instruction in the teaching of reading. Although there are some common elements of instruction for all teachers of reading, there are differences in the necessary knowledge especially for those who teach reading in early grades (Kindergarten through Grade 3). Those who teach reading in middle and secondary classes need to possess knowledge of specific remedial strategies. This distinction is also illustrated in the 1998 Reading/Language Arts Curriculum Framework.

The work of Ball and Wilson (1990), is one example of a study that demonstrates both knowledge of subject matter and the knowledge of how to teach are equally important. Many of us have experienced teachers (frequently in college) who seemed to have a vast knowledge of their subject, but had little notion of how to make that knowledge understandable to those students in their classroom. The ability to break down a subject into its component parts, to provide illustrations and examples, to attach what is being learned to what a student already knows are essential to the art and skill of teaching. Knowledge of content alone does not provide these skills. Courses in pedagogy are designed to provide these kinds of skills. It is important that when a teacher chooses to teach content knowledge to students at a different grade level than their current credential authorization that they have developmentally appropriate pedagogical instruction in that subject.

Proposed Amendments to §80499

In general, the proposed regulations would require holders of the Multiple Subject Credential, who wish to obtain a Single Subject Credential, to complete a "departmentalized" methodology course in addition to the specialty area subject matter competency. It would also require holders of the Single Subject Credential, who wish to obtain a Multiple Subject Credential, to complete courses in "self-contained" methodology and English language skills for the beginning learner in addition to the liberal studies subject matter competency. The following is a more detailed review of the proposed amendments, listed by credential type. The issue of "eligibility" as opposed to holding a

valid credential is also discussed. A copy of the proposed regulations is attached.

Adding an Authorization to a Clear, Life or Professional Clear Multiple or Single Subject Credential

Currently, these credential holders only need to satisfy the subject matter competency requirement to obtain an added authorization. Under this proposal, holders of a Multiple Subject Credential who wish to obtain a Single Subject Credential would also be required to complete a three-semester unit course in methodology directly related to teaching in a departmentalized setting. Holders of the Single Subject Credential would need to satisfy liberal studies subject matter competency and additionally 1) a three-semester unit course in methodology directly related to teaching in a self-contained setting and 2) a course covering the development of English language skills for the beginning learner including reading to obtain a Multiple Subject Credential. Because holders of Single Subject Credentials previously completed departmentalized-setting methodology, they may continue to add authorizations to their Single Subject Credential by satisfying only the subject matter competency requirement in the new single subject area. The following chart lists the current and proposed requirements.

ADDING TO A CLEAR, LIFE OR PROFESSIONAL CLEAR CREDENTIAL

Clear, Life or Professional Clear Credential Held	Requirement(s) (Both proposed* and current)	Clear or Professional Clear Credential Sought
Multiple Subject	1) specialty area subject matter competency 2)*departmentalized methodology	Single Subject
Single Subject	1) liberal studies subject matter competency 2)*self-contained methodology 3)*English language skills for beginning readers	Multiple Subject
Single Subject	1) new specialty area subject matter competency	Single Subject

Adding an Authorization to a Preliminary Multiple or Single Subject Credential

The proposal would similarly affect holders of preliminary Multiple or Single Subject Credential who wish to add an authorization at a new level. Currently, preliminary credential holders need to satisfy the subject matter competency in the new area, English language skills including reading, and the United States Constitution requirements to obtain a new authorization. This proposal would also require the completion of a three-semester unit course in methodology directly related to teaching in a departmentalized setting for Multiple Subject holders to

qualify for Single Subject Credentials. To obtain the Multiple Subject Credential, holders of Single Subject Credentials would continue to verify liberal studies subject matter competency and knowledge of the United States Constitution. They would also need to verify both a three-semester unit course in methodology directly related to teaching in a self-contained setting and a course covering the development of English language skills specifically for the *beginning learner* including reading.

The proposed regulations also clarify that individuals who hold two-year preliminary Single Subject Credentials will have the option of adding the new specialty area to the two-year Single Subject Credential even if they have not had time to complete any other renewal requirement for the three-year extension. They will also have the option of adding the new subject when they renew their two-year preliminary Single Subject Credentials or after. The previous wording did not allow this flexibility for trained departmentalized teachers.

Remove the "Academically Eligible for the Credential" Option

Currently, to add an authorization, the individual may either possess *or be academically eligible* for the appropriate basic teaching credential. This allows an individual who qualifies for the Multiple Subject Credential to acquire the Single Subject Credential with out obtaining the Multiple Subject, thereby saving the application fee. If this practice remains in place, then an elementary out-of-state trained teacher could obtain the Single Subject Credential and then qualify for the five-year preliminary Multiple Subject Credential without ever passing the Reading Instruction Competence Assessment (RICA) examination. This omission would be allowed because Education Code §44283, which governs the RICA requirement, does not require this examination if an individual already holds a valid California credential. To ensure that all individuals who need RICA are required to pass it, the proposed amendments remove the "eligibility" option.

Availability of Coursework

To determine the availability and cost of these proposed amendments, a survey was distributed to all institutions of higher education that have approved programs for the Multiple and/or Single Subject Teaching Credentials and their extension divisions. In the survey, the institutions were asked if they offer courses to candidates who are not enrolled in their credential program and, if not, would they be willing to offer them if the proposed regulations were approved. If the courses were available to non-enrolled students, the institutions were asked to indicate the available sessions, locations, and tuition. Of the 48 institutions that replied, 6 were California State Universities, 3 were California State University extensions, 7 were Universities of California, 3 were University of California extensions, and the remaining 29 were from private institutions. The following is the results of this survey, based on 1998-1999 information.

- 24 offer courses to candidates who are not enrolled in their credential program
- 11 currently do not offer the courses to non-enrolled students but would be willing to do so if the regulations are approved.
- 13 would not be able to offer the courses to non-enrolled students.

The following three items include information from the 24 institutions that currently offer courses to non-enrolled students and 6 of the institutions that would be willing to offer them if the proposed regulations were approved.

- The 30 institutions that offer or may offer "self-contained" methodology courses indicated the following sessions and campuses. One institution indicated that they also offer the course on-line. Additionally, the range of tuition expense for the 3-semester or 4-quarter unit course is listed.

29Fall	19Summer
9Winter	27Late Afternoon/Evenings
27Spring	10Weekends
1On-line	
12home campus only	17satellite and home campuses
\$345-\$1650 tuition	

- The 30 institutions that offer or may offer approved courses in English language skills for beginning readers indicated the following sessions and campuses. Also noted is the range of tuition expense for the course.

27Fall	17Summer
6Winter	27Late Afternoon/Evenings
25Spring	8Weekends
13home campus only	16satellite and home campuses
\$285-\$2160 tuition	

- The 16 institutions that offer or may offer "departmentalized" methodology courses indicated the following sessions and campuses. Also noted is the range of tuition expense for the 3-semester or 4-quarter unit course.

15Fall	6Summer
5Winter	13Late Afternoon/Evenings
16Spring	1Weekends
12home campus only	4satellite and home campuses
\$345-\$1650 tuition	

In addition to the home campuses, the survey indicated that the courses were offered in numerous sites throughout the more populated areas of California. These included Bakersfield, Cupertino, Encino, Irvine, La Jolla, Los Angeles, Newhall, Pasadena, Riverside, Sacramento, San Diego County, San Jose, Solano County, Stockton, Ukiah, Ventura, Visalia, and Woodland Hills. Also mentioned were locations on-line and at 41 satellite campuses in northern California.

Division VIII of Title 5 California Code of Regulations

Section 80499 Pertaining to Requirements for Adding an Authorization to a Credential

PROPOSED REGULATIONS

Section 80499. Requirements for Adding An an Authorization to a an Existing Credential;.

- (a) A qualified applicant who holds a teaching credential as described in (b) and desires an additional authorization may apply for the authorization by recommendation of an institution approved by the Commission to recommend for the authorization, or may apply directly to the Commission pursuant to (c), (d), (e) or (f) below.
- (b) The following definitions apply only to §80499. A "qualified applicant" is defined as a holder of a valid credential that meets the definition of a "basic teaching credential" pursuant to Education Code §44203(e)(1) only. The "holder of a valid credential" is defined as an individual who either possesses or is academically eligible for the appropriate, valid basic teaching credential.
- (c) A qualified applicant holding a valid clear, life or professional clear Multiple or Single Subject Teaching Credential may obtain a multiple or single subject teaching an additional authorization when the holder has verified either (1), (2), or (3) below:
 - (1) The holder of a Multiple Subject Teaching Credential may obtain a Single Subject Teaching Credential by verifying both of the following requirements.
 - (A) sSubject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.
 - (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a departmentalized setting and appropriate to Single Subject Teaching Credential.

(2)The holder of a Single Subject Teaching Credential may obtain a Multiple Subject Teaching Credential by verifying all of the following requirements.

- (A) Subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program. ,
- (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a self-contained setting and appropriate to Multiple Subject Teaching Credential, and
- (C) Study of alternative methods of developing English language skills as described in Education Code Sections 44259(b)(4) and 44283.

(3)The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying the following requirement.

- (A) Subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.

(4)The applicant will be granted a clear multiple or single subject teaching authorization if the credential held is a clear or life. The applicant will be granted a professional clear multiple or single subject teaching authorization if the credential held is a professional clear.

(d)A qualified applicant holding a valid preliminary Multiple or Single Subject Teaching Credential may obtain a preliminary multiple or single subject teaching authorization when the holder has verified successful completion of (1), (2), and (3) below:

(1)The holder of a Multiple Subject Teaching Credential may obtain a Single Subject Teaching Credential by verifying all of the following requirements.

- (A) Subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.
- (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a departmentalized setting and appropriate to Single Subject Teaching Credential.

(2)(C)Study of alternative methods of developing English language skills, as described in Education Code Section 44259(b)(4). including reading, among all pupils, including those for whom English is a second language, in accordance with the commission's standards of program quality and effectiveness. A program for the multiple subjects credential also shall include the study of integrated methods of teaching language arts. If the applicant has previously verified the knowledge of teaching reading to obtain a Multiple Subject Teaching Credential, then they have satisfied this requirement.

(3)(D)Demonstration of a knowledge of the principles and provisions of the Constitution of the United States pursuant to Education Code Section 44335.

(2)The holder of a Single Subject Teaching Credential may obtain a Multiple Subject Teaching Credential by verifying all of the following requirements.

- (A) subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program,
- (B) a three-semester or four-quarter unit course in subject matter pedagogy directly related to teaching in a self-contained setting and appropriate to Multiple Subject Teaching Credential,
- (C) Study of alternative methods of developing English language skills as described in Education Code Sections 44259(b)(4) and 44283.
- (D) demonstration of a knowledge of the principles and provisions of the Constitution of the United States pursuant to Education Code Section 44335.

(3)The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by one of the following methods.


- (A) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying the requirements described in (A), (C), and (D) of (d)(1). It will be valid for five years from the original issuance date of the initial preliminary Single Subject Teaching Credential.
- (B) The holder of a Single Subject Teaching Credential may obtain a Single Subject Teaching Credential in an added authorization by verifying subject matter knowledge described in (A) of (d)(1). It will be valid for two years from the original issuance date of the initial preliminary Single Subject Teaching Credential.

(4)The applicant will be granted a 5-year preliminary multiple or single subject teaching authorization, with the exceptions described in (d)(3). Upon completion of all requirements for the professional clear credential as specified in Education Code, Section 44259(c), the qualified applicant may be granted a professional clear

single or multiple subject teaching authorization.

- (e) A qualified applicant holding a valid teaching credential obtained prior to January 1, 1974, who has completed a fifth year program after earning a baccalaureate degree at a regionally accredited institution may obtain a clear multiple or single subject teaching authorization by verifying subject matter knowledge in the requested area. Subject matter knowledge can be verified by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program.
- (f) A qualified applicant holding a valid teaching credential obtained prior to January 1, 1974, but who has not yet completed a fifth year program after earning a baccalaureate degree at a regionally accredited institution, may obtain a preliminary multiple or single subject teaching authorization when the holder has verified subject matter knowledge in the requested area by completion of either the appropriate subject-matter examination(s) adopted by the Commission, or a Commission-approved subject-matter program. Upon completion of a fifth year program including the recommendation of a Commission-approved institution, the qualified applicant may be granted a clear multiple or single subject teaching authorization.
- (g) When a teacher is assigned outside his or her grade level or subject-matter authorization, opportunities for the teacher to have available transitional supervision or training shall be provided as deemed appropriate by the district or county superintendent.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Section 44225(e) and 44259, Education Code.

| [Back to the Top](#) |
| [Back to October 1998](#)
 [Agenda](#) |
| [Back to Agenda](#)
[Archives](#) |
| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: C&CA-4

Committee: Credentials and Certificated Assignment Committee

Title: Annual Status Report on Applications and Workload of the Certification, Assignment and Waivers Division for Fiscal Year 1997-98 (Report)

✓ Information

Prepared by: Dale A. Janssen, Manager
Certification Division

Annual Status Report on Applications and Workload of the Certification, Assignment and Waivers Division for Fiscal Year 1997-98

September 18, 1998

Summary

Applications for credentials, certificates, permits and waivers received in 1997-98 increased collectively by 18% over the previous year. The majority of this increase can be attributed to the implementation of the Class Size Reduction (CSR) program.

Fiscal Impact

The preparation of this report has no fiscal impact on the agency.

Policy Issues to be Resolved

This agenda item is a status report on the workload of the Certification, Assignment and Waivers Division and it does not contain policy issue recommendations.

Background

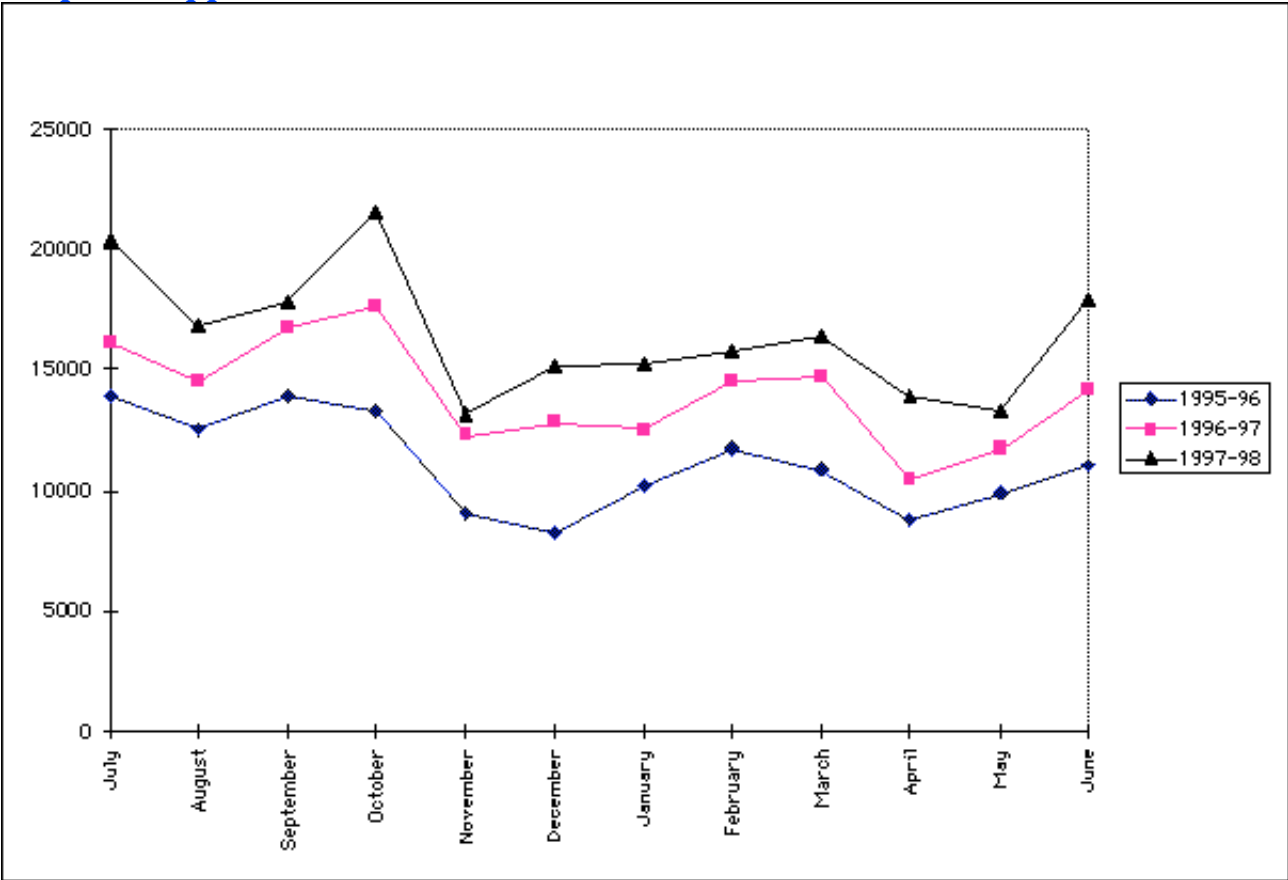
In an agenda item presented to the Commission at its February 1998 meeting, staff reported that the Division mid-year had realized an 17% increase in applications over the same period in 1996-97. At that time staff projected a year-end increase of 10% to 15% which has turned out to be a low projection. Prior to fiscal year 1996-97 and prior to the implementation of CSR the CAW Division experienced a modest increase in applications from year to year. In 1995-96, prior to CSR, the Commission received 133,443 applications, in 1996-97 the Commission received 168,030 applications and in 1997-98 the Commission received 197,269 applications. As Graph 1 illustrates there has been a 48% increase in workload from 1995-96 to 1997-98. The graph also illustrates that the workload during 1997-98 remained ahead of the 1996-97 workload in each month. In order to meet the increased workload the Department of Finance authorized the division to employ 5.5 FTE positions. These positions, in conjunction with the help of retired annuitants and overtime, allowed the Division to remain within the 75 workday application

processing limit set in regulation.

Areas Experiencing Significant Increases

Emergency Permits: The *1996-97 Annual Report: Emergency Permits and Credential Waivers* adopted by the Commission at its May 1998 meeting reported that the Commission had issued 24,503 emergency permits during 1996-97. Table 1 below displays the findings from a preliminary report on emergency permits for 1997-98. The table illustrates that the Commission

Graph 1 - Application Workload for Fiscal Years 1995-96 and 1997-98



issued 29,822 emergency permits in 1997-98 an increase of 22% over 1996-97. The Commission continues to process the 1997-98 emergency permits and staff expects that there will be an additional increase from 4 to 5% by the time the 1997-98 Annual Report is released. The reduction in the number of special education emergency permits is most likely due to the preliminary nature of the data. Once all of the 1997-98 emergency permits are processed, staffs expects a slight increase in the number of special education emergency permits. The reason for such a small increase in these permits may be due to the 35% increase in the issuance of new special education credentials (Table 3). The multiple subject emergency permits increased by 31% which can be attributed to CSR. There is no identifiable reason for the increase in single subject emergency permits.

Table 1 - Emergency Permits Issued for 1996-97 and 1997-98

	1996-97	1997-98	%
Emergency Permits			
Single Subject	6,430	7,578	18
Multiple Subject	13,423	17,625	31
Special	4,271	4,199	-2

Education			
Other	379	420	11
Total	24,503	29,822	22

Substitute Permits: Since the implementation of CSR in 1996-97, school districts have experienced a serious shortage of substitute teachers. This shortage is demonstrated by the sizable increase in 30-Day substitute permits issued during the past two years. During 1996-97 there were 32,859 Emergency 30-Day Substitute Permits issued and during 1997-98 there were 43,076 issued, an increase of 31%.

Internship Credentials and Certificates: The Commission has emphasized the importance of individuals serving on internship credentials instead of emergency permits. Table 2 displays an increase in internship credentials and certificates issued in 1996-97 and 1997-98. The biggest percentage increase understandably is for multiple subject internships with an increase of 110%.

Table 2 - Internship Credentials and Certificates for 1996-97 and 1997-98

	1996-97	1997-98	%
University Internship	1232	2172	76
Single Subject	303	407	34
Multiple Subject	674	1416	110
Special Education	255	349	37
District Internship	635	840	32
Total	1867	3012	61

Credentials: There continues to be significant increases in both multiple subject and special education credentials. Table 3 below illustrates that there were 18,339 new teachers available for multiple subject classrooms, a 49% increase over the same period the year before. The number of teachers renewing their multiple subject credentials is surprisingly high which most likely can be attributed to additional teaching positions created by CSR. The reason for the increase in special education credentials is not as easy to identify. There has been a chronic shortage of special education teachers so it is encouraging to see a 34% increase in new special education teachers and a 51% increase in returning special education teachers. The increase in single subject credentials is not as dramatic as the increases in the multiple subject and special education areas, but this increase in fully prepared teachers may reduce California's reliance on emergency permits in the future.

Table 3 - Credentials issued during 1996-97 and 1997-98


Credential	New	Renewal	Total
Multiple Subject			
1996-97	12294	17726	30020

1997-98	18339	27286	45625
%+-	49%	54%	52%
Single Subject			
1996-97	6640	10161	16801
1997-98	8384	12886	21270
%+-	26%	27%	27%
Special Education			
1996-97	2108	3101	5209
1997-98	2837	4672	7509
%+-	35%	51%	44%

Projections for 1998-99

The California Department of Education (CDE) reports that out of 895 eligible school districts, 875 are receiving CSR funds. The 20 not participating in the program are the smallest districts in the state. Ninety-nine percent of first graders, 96 percent of second graders, 67 percent of third graders and 69 percent of kindergartners are participating in the program. There were 34,504 additional CSR classrooms in 1997-98 over 1996-97 making a total of 86,116 CSR classrooms. According to the CDE there are still 300,000 students in grades kindergarten through three who are not yet participating in CSR. Over 6,000 additional teachers will be needed to fully implement the program. The Governor's 1998-99 budget included funding for the continuation of CSR in grades kindergarten through three. It also included funding for reducing class size in the 9th grade for English and one other subject required for graduation. Implementation of CSR at the 9th grade may require 3,000 additional teachers.

With such a sizable number of teachers still needed for the full implementation of CSR kindergarten through three and the addition of CSR at the 9th grade, the Commission expects to see a continued increase in the number of applications received, though not at the same rate as experienced over the past two years.

[| Back to the Top |](#)
[| Back to October 1998](#)
 [Agenda |](#)
[| Back to Agenda](#)
[Archives |](#)
[| Return to About CTC |](#)





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Reading Instruction Competence Assessment: Report of the First Two Administrations of the Written Examination

✓ Information

Prepared by: Bob Carlson, Ph.D.
Consultant

Summary of an Agenda Report

Reading Instruction Competence Assessment (RICA): Results of the August 8, 1998, Administration of the Written Examination

Professional Services Division
September 18, 1998

Overview of this Report

Education Code Section 44283 requires the Commission to administer the Reading Instruction Competence Assessment (RICA), and to report and interpret RICA results. The RICA Written Examination was administered for the first time on June 20, 1998, and the initial submission deadline for the RICA Video Performance Assessment was July 10, 1998. In July the Commission adopted a plan for the reporting of RICA results to the Commission. In August staff presented a report that included results for the initial administrations of both the Written Examination and the Video Performance

Assessment. In keeping with the Commission-adopted reporting plan, this report provides results for the second administration of the Written Examination, which took place on August 8, 1998. This report also includes cumulative results for the exam. (The Video Performance Assessment has not been administered again since the August report.)

Policy Issue to be Resolved

This report is being presented to the Commission as an information item pursuant to the Commission-adopted plan for reporting RICA results. It presents no policy issues to be resolved.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: "To promote educational excellence in California schools." Objective Two: "Develop and administer teacher assessments." The Commission's Strategic Action Plan (1997) provides specific details about how this objective is to be carried out (pp. 24-25). Reporting RICA results to the Commission is consistent with the Strategic Goal, Objective, and Plans of 1997.

Fiscal Impact Summary

The ongoing administration costs of the RICA, which include the reporting of assessment results, must by law be recovered through examinee fees.

Recommendations

This is an information item that includes no staff recommendations.

Important Note

The following report contains important information that could not be summarized above.

Reading Instruction Competence Assessment (RICA): Results of the August 8, 1998, Administration of the Written Examination

**Professional Services Division
September 18, 1998**

Part 1 Background Information

Among recent efforts to improve the preservice preparation of teacher candidates in the area of reading is Education Code Section 44283, added to the code by Assembly Bill 1178 (Chapter 919, Statutes of 1996), supported by the Commission. The law requires the Commission to "develop, adopt, and administer a reading instruction competence assessment . . . to measure an individual's knowledge, skill, and ability relative to effective reading instruction." The Reading Instruction Competence Assessment (RICA) includes two assessments: the RICA Written Examination and the RICA Video Performance Assessment. Effective October 1, 1998, most candidates for Multiple Subject Teaching Credentials will be required to pass either the Written Examination or the Video Performance Assessment. The law also requires the Commission to "report and interpret individual and aggregated [RICA] assessment results."

The RICA Written Examination was administered for the first time on June 20, 1998, and the initial submission deadline for the RICA Video Performance Assessment was July 10, 1998. In July the Commission adopted a plan for the reporting of RICA results to the Commission. In keeping with the plan, staff presented to the Commission in August a report that included results for the initial administrations of both the Written Examination and the Video Performance Assessment. This report provides results for the second administration of the Written Examination, which took place on August 8, 1998. This report also includes cumulative results for the first two administrations of the Written Examination.

The Video Performance Assessment has not been administered again since the August report; thus, there are no new results to present. The next submission deadline is December 11, 1998. Results of that administration will be included in a report of all 1998 RICA administrations that will be presented to the Commission in March 1999.

Part 2 of this report provides the plan adopted by the Commission in July for the reporting of RICA results to the Commission. [Part 3](#) provides information about the design, development, administration, and scoring of the RICA. This information has been presented to and acted on by the Commission before. It is included in this report to provide context for the results that are reported. [Part 4](#) of this report presents preparation and demographic data about the candidates who took the RICA Written Examination at its first two administrations. [Part 5](#) provides passing rate data for candidates at each of the two administrations and cumulatively.

Part 2

The Commission-Adopted Plan for the Reporting of RICA Results to the Commission

In July 1998, the Commission adopted the following plan for reporting RICA results to the Commission.

To allow the Commission to monitor candidate performance on the RICA during the first year of implementation, summary reports of RICA results will be presented to the Commission according to the schedule below. Each report will include demographic information and performance data. Cumulative results will be included beginning with the second report.

- August 1998: Report on the June 20, 1998, (initial) administration of the Written Examination and the July 10, 1998, (initial) submission deadline for the Video Performance Assessment, included in the report with recommended passing standards.
- October 1998: Report on the August 8, 1998, administration of the Written Examination, including cumulative results.
- March 1999: Cumulative report for all administrations in 1998, including four administrations of the Written Examination and two submission deadlines for the Video Performance Assessment.
- October 1999: First annual summary report, including seven administrations of the Written Examination (one in 1997-98, six in 1998-99) and four submission deadlines for the Video Performance Assessment.

Subsequent annual summary reports will be presented to the Commission in October of each year.

The reports described above will not include performance data for institutions that have less than 25 candidates tested, because data from fewer than 25 candidates is too unreliable for use. In addition, the reports will not include performance data by institution until at least 20 institutions each have performance data for at least 25 candidates. This is to allow an institution's performance data to be presented in the context of similar data from other institutions. Publicizing performance data for only a few institutions that might initially have at least 25 candidates would unfairly highlight their performance out of context.

Part 3

RICA Design, Development, Administration, and Scoring

This part of the report provides information about the design, development, administration, and scoring of the RICA.

RICA Assessment Design

As required by law, the RICA consists of two assessments: the RICA Video Performance Assessment and the RICA Written Examination. Effective October 1, 1998, most candidates for a Multiple Subject Teaching Credential will be required to pass one of the assessments (their choice). Both assessments are based on the RICA Content Specifications, adopted by the Commission in January 1998 and provided in [Appendix A](#). The RICA Content Specifications consist of 43 teacher competencies in the area of reading. The competencies are organized into 13 content areas and four domains. Below is an outline of the specifications showing the four domains and their associated content areas.

The RICA Written Examination

The RICA Written Examination consists of two sections: a constructed-response section and a multiple-choice section. Each is described below. The two sections, together, permit a broad and deep assessment of candidates' knowledge about effective reading instruction, and their ability to apply that knowledge.

The Constructed-Response Section

This section of the Written Examination includes two types of items for which candidates have to write a response.

Focused educational problems and instructional tasks. These items present problems or tasks in educational contexts, and require candidates to (a) consider information about a class, a group of students, an individual student, or an instructional situation and (b) devise or provide explanations related to appropriate instructional strategies or assessment approaches. Four focused educational problems and instructional tasks are included on each form of the exam. Each

Outline of the RICA Content Specifications

Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment

Content Areas:

- 1. Conducting Ongoing Assessment of Reading Development
- 2. Planning, Organizing, and Managing Reading Instruction

Domain II: Developing Phonological and Other Linguistic Processes Related to Reading

Content Areas:

- 3. Phonemic Awareness
- 4. Concepts About Print
- 5. Systematic, Explicit Phonics and Other Word Identification Strategies
- 6. Spelling Instruction

Domain III: Developing Reading Comprehension and Promoting Independent Reading

Content Areas:

- 7. Reading Comprehension
- 8. Literary Response and Analysis
- 9. Content-Area Literacy
- 10. Student Independent Reading

Domain IV: Supporting Reading Through Oral and Written Language Development

Content Areas:

- 11. Relationships Among Reading, Writing, and Oral Language
- 12. Vocabulary Development
- 13. Structure of the English Language

problem or task assesses one or more competencies in one of the four domains, and there is one problem or task for each domain. The problems or tasks for Domains I and IV each require a written response of approximately 50

words. Those for Domains II and III each require a written response of approximately 150 words.

Case study based on a student profile. For this item type, candidates receive substantial background information about a student and samples of materials illustrating the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each exam form includes one case study, which includes content related to all four domains of the RICA Content Specifications.

The Multiple-Choice Section

Each exam form includes 70 multiple-choice questions: 60 "scorable" questions, which are used to determine a candidate's score, and 10 "nonscorable" questions, which are questions being field-tested that are not used to determine a candidate's score. The multiple-choice questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate's ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. Approximately 20% of the multiple-choice questions assess competencies in Domain I, 30% assess competencies in Domain II, 30% assess competencies in Domain III, and 20% assess competencies in Domain IV.

The RICA Video Performance Assessment

The design of the RICA Video Performance Assessment allows for candidate choice and the submission of a candidate's best classroom work. It centers on candidate-created videotapes of the candidate teaching reading. Each candidate who elects to take this RICA assessment will create three "Video Packets," each of which includes:

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the videotaped instruction, such as information about the students involved, a lesson plan, and a description of assessment methods and results the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute videotape of the candidate providing reading instruction; and
- a completed Reflection Form, on which the candidate provides an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

One Video Packet is to be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate's competencies in Domains I and II, one should demonstrate the candidate's competencies in Domains I and III, and one should demonstrate the candidate's competencies in Domains I and IV.

Development of the RICA

Appointment of the RICA Advisory Panel

The law establishing the RICA required that the Commission appoint an advisory committee to advise the Commission in the design, content, and administration of the RICA. In November 1996, the Commission's Executive Director distributed invitations throughout California to nominate RICA Advisory Panel members. The Commission received nomination materials from 121 individuals. Following a careful review of each nominee's qualifications by the Commission's staff, the Executive Director appointed 19 panel members, all of whom accepted. In addition, the Executive Director invited the following organizations to appoint liaisons to the RICA Advisory Panel: the Governor's Office of Child Development and Education, the California Department of Education, the California School Boards Association, and the Commission for the Establishment of Academic Content and Performance Standards. All four organizations responded affirmatively. A liaison from the CSU Center for the Improvement of Reading Instruction was later added to the panel. A list of RICA Advisory Panel members and liaisons is provided in Appendix B.

A Job Analysis of the Teaching of Reading

The first major step in the development of the RICA was a job analysis of the teaching of reading. The purpose of the job analysis was to identify the teacher tasks, knowledge, and abilities important for the competent delivery of a balanced, comprehensive reading curriculum in a self-contained classroom or a language arts core class. From this set of tasks, knowledge, and abilities, the specific content for the RICA was subsequently selected.

In March 1997, as the result of a competitive bidding process, the Commission contracted with Educational Testing Service (ETS) for the job analysis. ETS was also contracted to conduct a nationwide search for existing instruments of reading instruction competence, with the goal of finding an instrument that could be used as the RICA. In July 1997, staff and representatives of ETS presented the results of these studies to the Commission, which (a) accepted the ETS reports¹, (b) adopted a set of teacher tasks, knowledge, and abilities supported by the job analysis as important for the competent delivery of a balanced, comprehensive reading curriculum in a self-contained classroom or a language arts core class, (c) authorized the Commission's Executive Director to distribute the adopted knowledge, skills, and abilities to colleges and universities with approved preparation programs, and to others with a need for the information, and (d) authorized the release of a Request for Proposals for the development and administration of the RICA (given that no suitable extant measures were located).

¹ Rosenfeld, M., Kocher, G.G., & Zack, J. (1997). A Job Analysis of the Teaching of Reading: Identifying the Teacher Tasks, Knowledge, and Abilities Important for the Competent Delivery of a Balanced, Comprehensive Reading Curriculum in California. Zack, J. (1997). Search for and Analysis of Extant Measures of a Teacher's Reading Instruction Competence. Both are studies conducted on behalf of the California Commission on Teacher Credentialing by Educational Testing Service.

Development and Validation of the RICA Content Specifications

Following the Commission's adoption in July 1997 of the teacher tasks, knowledge, and abilities supported by the job analysis as important for the competent delivery of reading instruction, the Commission in August released a request for proposals for the development and administration of the RICA. Bidders were asked to provide detailed plans for developing and administering the RICA, and evidence of their capacity to perform effectively. In October 1997, Commission staff presented a report to the Commission describing the proposal solicitation and evaluation process. As a result, the Commission contracted with National Evaluation Systems, Inc. (NES) for the development and administration of the RICA.

NES' first responsibility was to work with the RICA Advisory Panel and a California Bias Review Committee to develop draft RICA Content Specifications based on the results of the job analysis. In November 1997, NES conducted a large-scale validity study of the draft specifications. The draft specifications were sent for review to over 4,000 teachers at almost 600 California public schools and to almost 600 teacher educators at 76 institutions with Commission-approved Multiple Subject Teaching Credential Programs. Responses were received from over 1,100 California educators. The RICA Advisory Panel and the Bias Review Committee reviewed the results of the validity study, and the advisory panel finalized the specifications for recommendation to the Commission.

In January 1998, the Commission adopted the RICA Content Specifications (Appendix A), accepted an NES report detailing the development and validation of the RICA Content Specifications², and adopted the general assessment design for the RICA. In March 1998, the Commission adopted an elaborated RICA assessment design that specified how the four domains of knowledge and skills in the RICA Content Specifications would be covered on the Video Performance Assessment and the Written Examination. The RICA assessment design is described above.

² National Evaluation Systems, Inc. (1997). Development and Validation of the Content Specifications for the Reading Instruction Competence Assessment (RICA). A report prepared for the California Commission on Teacher Credentialing.

Development of RICA Assessment Materials

NES worked with the RICA Advisory Panel and the Bias Review Committee to develop the following RICA assessment materials:

For the RICA Video Performance Assessment:

- a Procedures Manual for candidates detailing the assessment requirements and directions for creating the Video Packets,
- Instructional Context Forms,
- Reflection Forms, and
- scoring criteria.

For the RICA Written Examination:

- focused educational problems and instructional tasks,
- case studies,
- multiple-choice questions, and
- scoring criteria for (a) the focused educational problems and instructional tasks and (b) case studies.

RICA assessment materials were field-tested throughout California in March 1998. In April the RICA Advisory Panel and the Bias Review Committee reviewed the results of the field test and finalized the assessment materials. Plans are currently being formulated for the development and field-testing of additional assessment materials.

Administration of the RICA

The RICA Written Examination was administered for the first time on June 20, 1998. It was administered again on August 8, and will be administered in October, and December 1998. Thereafter, the Written Examination will be administered six times per year. During an administration, candidates are given four hours to complete the examination.

For the RICA Video Performance Assessment, there are no "administration dates" because candidates create Video Packets on their own and then submit them for scoring. The Video Performance Assessment schedule is based on "submission deadlines," dates by which a candidate's Video Packets must be submitted in order to be scored in the subsequent scoring session. There are four scoring sessions each year, with associated submission deadlines. The initial submission deadline was July 10, 1998; the next one will be December 11, 1998.

Scoring of the RICA

Constructed-response items require a candidate to *create* a response rather than *select* one from alternatives provided (as in multiple-choice items). Unlike multiple-choice items, constructed-response items cannot be scored electronically; they must be scored by qualified and trained scorers based on predetermined scoring criteria and procedures. This section of the report describes the criteria and procedures for scoring the Video Performance Assessment Video Packets and the constructed-response items on the Written Examination. Once these items are scored, a candidate's total score and passing status are determined. This section also describes how a candidate's total score and passing status are determined for the Video Performance Assessment and the Written Examination.

Performance Characteristics, Scoring Scales, and Marker Responses

There are five constructed-response items on the RICA Written Examination: four focused educational problems

and instructional tasks, and one case study. Each Video Performance Assessment Video Packet created by a candidate is a constructed-response item. For the scoring of these items, NES and the RICA Advisory Panel have developed, and the Commission adopted in June 1998, "performance characteristics" and "scoring scales" based on the RICA Content Specifications. These scoring materials are provided in [Appendix C](#). For the Written Examination, there is one set of performance characteristics for (a) the focused educational problems and instructional tasks and (b) the case study. These performance characteristics are associated with a three-point scoring scale for the focused educational problems and instructional tasks, and a four-point scoring scale for the case study. There is a second set of performance characteristics and an associated four-point scoring scale for the Video Performance Assessment.

The performance characteristics are the set of quality factors against which candidate responses are judged. The associated scoring scale provides, for each of the score points, a description of a typical response at that level in terms of the performance characteristics. For example, one of the performance characteristics for the case study is "Application of Content." This performance characteristic is described as follows: "The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the applicable RICA domains." Each of the score-point descriptors in the four-point scoring scale for the case study describes a level of accomplishment on this performance characteristic. For example, a typical 2-point response "demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies." In contrast, a typical 4-point response "demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains."

By themselves, the performance characteristics and scoring scales are insufficient for scoring constructed-response items. For each constructed-response item, the scoring scales are augmented by "marker responses" selected by the RICA Advisory Panel. Marker responses are candidate responses to an item that exemplify each point on the scoring scale. For example, a 2-point marker response for a Domain I focused educational problem/instructional task is a good example of what is meant by the score-point descriptor for a 2-point response for that item. Such a response generally fulfills the purpose of the assignment, demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from Domain I, and provides adequate supporting examples, evidence, and rationales. A 3-point marker response for the same item completely fulfills the purpose of the assignment, demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from Domain I, and provides strong supporting examples, evidence, and rationales. Marker responses serve to operationalize the performance characteristics and scoring scales.

Scoring Procedures for Constructed-Response Items

Candidate responses to RICA constructed-response items are scored by qualified and trained California educators at NES' Sacramento office. To be eligible to be a RICA scorer, an individual must be knowledgeable about reading and reading instruction and must either:

- have a valid, non-emergency California teaching credential that authorizes instruction in self-contained classrooms or core classes; and
- have a minimum of three years of classroom teaching experience; and
- be currently teaching reading or have taught reading within the last three years in California public schools in grades K-8 (e.g., in a self-contained classroom or a core class, or as a reading specialist); and
- have participated in professional development (formal or informal) that addresses the *California Reading Initiative* requirements; and
- be recommended by the principal or assistant principal of the California public school where the individual currently teaches or most recently taught.

OR

- be a teacher educator in a teacher preparation program approved by the Commission; and
- be currently teaching courses in reading methods taken by Multiple Subject Teaching Credential candidates or Reading Certificate candidates, or have taught such courses within the last three years, in the Commission-approved teacher preparation program; and

- be recommended by an administrator of the Commission-approved teacher preparation program in which the individual teaches or most recently taught.

Potential scorers are trained and assessed. The goal of training is to calibrate scorers to the scoring scale to be used and to familiarize the scorers with scoring procedures. Following a discussion of program background, general characteristics of the item type to be scored, performance characteristics, the scoring scale, the specific item to be scored, and marker responses, each scorer reviews and scores training responses that have previously been scored. After the scorers review a training response, they are polled to determine the scores they have assigned. These scores are compared with the previously assigned scores. This polling process allows NES staff to ascertain the degree to which the scorers are becoming calibrated to the scoring scale.

After this training, the scorers' scoring skills are formally evaluated through a calibration assessment in which the scorers evaluate a set of pre-scored responses. Scorers who meet established criteria on the calibration assessment begin scoring actual candidate responses. Those who do not meet the criteria on the first calibration assessment receive additional training before being administered a second assessment. Those who do not meet the criteria on the second assessment are released from the scoring session.

Responses are scored using focused holistic scoring. For each item type, scorers judge the overall effectiveness of a response while focusing on the performance characteristics for that item type. Though the scoring method focuses on specific performance characteristics, it is holistic because the scoring reflects the overall effectiveness of the performance characteristics working in concert.

A Video Performance Assessment Video Packet is scored as a single unit. That is, a scorer assigns a single score to the entire packet after reviewing the candidate's Instructional Context Form, the videotaped instruction, and the Reflection Form.

Each Video Packet and each written response on the constructed-response section of the Written Examination is scored independently by two scorers. If the two scorers assign the same score or scores that differ by only one point, the candidate receives the sum of the two scores. If the two scorers assign scores that differ by more than one point, the response is scored by a third scorer who is not informed of the previous two scores. If the third scorer assigns a score that matches one of the scores assigned by the first or second scorer, the candidate receives that score doubled. If the third scorer assigns a score that is different from the scores assigned by the first and second scorers, a Chief Reader, who is informed of the three previous scores, scores the response, and the candidate receives the Chief Reader's score doubled.

To maintain consistency in scoring, scorers are recalibrated after each major break in scoring (i.e., each morning of successive scoring days and following lunch). In addition, the scores for each set of candidate responses are processed as they are returned from scorers and the scoring of each scorer is monitored. This information is analyzed to determine, for each scorer, the distribution of scores assigned by the scorer, the extent to which the scores assigned by the scorer agree with the scores assigned to the same responses by other scorers, and, when there are disagreements, whether the scorer tends to score consistently higher or lower than other scorers. As a result of this ongoing monitoring, scorers who are not scoring appropriately are identified and retrained, and the responses they have scored inappropriately are rescored.

Determining a Candidate's Total Score and Passing Status on the Video Performance Assessment

A candidate's total score for the Video Performance Assessment is the sum of the six scores for the three Video Packets. This total score can range from 6, if the candidate receives all scores of 1 (the lowest score on the scoring scale), to 24, if the candidate receives all scores of 4 (the highest score on the scoring scale). A candidate's passing status is based on the total score and the minimum passing score. The minimum passing score adopted by the Commission for the Multiple Subject Teaching Credential is 17. The minimum passing score adopted by the Commission for the Reading Certificate is 21. A candidate who earns a total score that is equal to or greater than the minimum passing score passes the assessment. A candidate who does not earn the required minimum score does not pass the assessment.

Determining a Candidate's Total Score and Passing Status on the Written Examination

A candidate's total score on the Written Examination is determined based on the candidate's combined performance on the multiple-choice and constructed-response sections. The multiple-choice questions on the Written Examination are machine-scored correct or incorrect. The total score for the multiple-choice section is the number of scorable questions answered correctly. There is no penalty for guessing. A candidate could earn a maximum of 60 points on the multiple-choice section.

On the constructed-response section, each response receives two scores from the applicable scoring scale as described above. The sum of the two scores for a response is that response's raw score. These raw scores for each of the five items are then weighted by item type for two reasons:

- (1) Weighting allows the constructed-response section to reflect the same domain weights as in the multiple-choice section, thus allowing the Written Examination as a whole to reflect those weights, and
- (2) Weighting gives more significance to the items requiring longer responses (i.e., the focused items for Domains II and III, and the case study) than to the items requiring shorter responses (i.e., the focused items for Domains I and IV).

The weighting applied is shown in [Table 1](#). The raw scores on the focused items for Domains II and III are doubled, and the raw score on the case study is tripled. A candidate's total score for the constructed-response section of the Written Examination is the sum of the weighted raw scores for the five items. A candidate could earn a maximum of 60 points on the constructed-response section.

Determining a candidate's total score for the Written Examination is accomplished by summing the candidate's score on the multiple-choice section and the candidate's score on the constructed-response section. The range of possible scores on both sections is 0 to 60, so the range of total scores is 0 to 120. A candidate's passing status is based on the total score and the minimum passing score. The minimum passing score adopted by the Commission is 81. A candidate who earns a total score that is equal to or greater than 81 passes the assessment. A candidate who does not earn a total score of at least 81 does not pass the assessment.

Table 1
Weighting of Constructed-Response Item Raw Scores
on the Written Examination

Item	Maximum Raw Score	Weight	Maximum Weighted Raw Score
Focused Items:			
Domain I	6	1	6
Domain II	6	2	12
Domain III	6	2	12
Domain IV	6	1	6
Case Study	8	3	24
(Domains I-IV)			

Part 4

Preparation and Demographic Data for Candidates Taking the RICA Written Examination

Table 2 provides preparation and demographic data for candidates taking the RICA Written Examination at its first two administrations and cumulatively. This information is obtained from candidates on the registration form. Except for the first section of Table 2, entitled "Examinee Volume," where data are provided for both first-time test-takers and repeat test-takers separately, data for specific administration dates are for all candidates tested on that date, including repeat test-takers. The cumulative data are for all candidates to date (i.e., the sum of the first-time test-takers across administration dates), and each candidate is included only once.

The Commission-adopted RICA reporting plan, described in Part 2 of this report, includes the following provision. The reports of RICA results will not include performance data for institutions until at least 20 institutions each have performance data for at least 25 candidates. Cumulatively for the first two administrations, only 16 institutions have at least 25 candidates. Thus, this report includes no data by institution.

Table 2
**Preparation and Demographic Data for
RICA Written Examination Participants**

	6/20/98		8/8/98		Cumulative	
	N	%	N	%	N	%
Examinee Volume						
Total	731	100.0%	700	100.0%	1431	100.0%
First-Time Test-Takers	731	100.0%	697	99.6%	1428	99.8%
Repeat Test-Takers	0	0.0%	3	0.4%	3	0.2%
Educational Level						
Undergraduate	12	1.6%	3	0.4%	15	1.1%
Bachelor's Degree	72	9.8%	44	6.3%	116	8.1%
Bachelor's Degree Plus Additional Credits	579	79.2%	578	82.6%	1154	80.8%
Master's Degree and Above	61	8.3%	65	9.3%	126	8.8%
Did Not Respond	7	1.0%	10	1.4%	17	1.2%
Professional Preparation						
Not Begun Professional Preparation	38	5.2%	22	3.1%	59	4.1%
Participating in Internship Program (IHE/District)	224	30.6%	212	30.3%	435	30.5%

Completed Internship Program (IHE/District)	8	1.1%	9	1.3%	17	1.2%
Participating in IHE Non-Internship Program and Not Begun Student Teaching	252	34.5%	202	28.9%	454	31.8%
Participating in IHE Non-Internship Program and Begun But Not Completed Student Teaching	182	24.9%	210	30.0%	391	27.4%
Completed Student Teaching or IHE Non-Internship Program	10	1.4%	15	2.1%	25	1.8%
Did Not Respond	17	2.3%	30	4.3%	47	3.3%
Preparation for Reading Instruction (Participants could select more than one option.)	731	100.0%	700	100.0%	1428	100.0%
Completed None of the Following	33	4.5%	40	5.7%	73	5.1%
Completed an IHE Course in Methods of Reading Instruction	598	81.8%	565	80.7%	1160	81.2%
Completed a District Internship Course in Methods of Reading Instruction	58	7.9%	72	10.3%	130	9.1%
Observed Reading Instruction in a K-12 School	260	35.6%	218	31.1%	477	33.4%
Worked with Individual Students in a K-12 School to Improve their Reading Skills	192	26.3%	178	25.4%	370	25.9%
Had Daily Responsibility for Classroom Reading Instruction as Student Teacher or Intern	148	20.2%	176	25.1%	323	22.6%
Did Not Respond	9	1.2%	14	2.0%	23	1.6%
Student Teaching Assignments Completed	731	100.0%	700	100.0%	1428	100.0%
None	434	59.4%	410	58.6%	844	59.1%
One	177	24.2%	163	23.3%	338	23.7%
Two	80	10.9%	82	11.7%	161	11.3%
Three	14	1.9%	17	2.4%	31	2.2%
Four or More	19	2.6%	15	2.1%	34	2.4%
Did Not Respond	7	1.0%	13	1.9%	20	1.4%
Grade-Level Experience in Providing Reading Instruction (Participants could select more than one option.)	731	100.0%	700	100.0%	1428	100.0%
None	191	26.1%	164	23.4%	355	24.9%
Pre K-2	409	56.0%	402	57.4%	808	56.6%
3-5	273	37.3%	277	39.6%	550	38.5%
6-8	90	12.3%	85	12.1%	175	12.3%
9-12	25	3.4%	19	2.7%	44	3.1%
Did Not Respond	10	1.4%	13	1.9%	23	1.6%
Best Language	731	100.0%	700	100.0%	1428	100.0%

English	697	95.3%	651	93.0%	1345	94.2%
Another Language	25	3.4%	34	4.9%	59	4.1%
Did Not Respond	9	1.2%	15	2.1%	24	1.7%
First Language	731	100.0%	700	100.0%	1428	100.0%
English Only	602	82.4%	547	78.1%	1147	80.3%
English and One or More Other Languages	60	8.2%	76	10.9%	135	9.5%
One or More Languages Other Than English	60	8.2%	66	9.4%	126	8.8%
Did Not Respond	9	1.2%	11	1.6%	20	1.4%
Gender	731	100.0%	700	100.0%	1428	100.0%
Female	635	86.9%	591	84.4%	1223	85.6%
Male	94	12.9%	107	15.3%	201	14.1%
Did Not Respond	2	0.3%	2	0.3%	4	0.3%
Ethnicity	731	100.0%	700	100.0%	1428	100.0%
African American or Black	8	1.1%	13	1.9%	21	1.5%
Asian American or Asian	34	4.7%	48	6.9%	82	5.7%
Filipino	5	0.7%	5	0.7%	10	0.7%
Southeast Asian American or Southeast Asian	13	1.8%	2	0.3%	15	1.1%
Pacific Island American	0	0.0%	2	0.3%	2	0.1%
Mexican American or Chicano	58	7.9%	82	11.7%	138	9.7%
Latino, Latin American, Puerto Rican, or Other Hispanic	30	4.1%	30	4.3%	60	4.2%
Native American, American Indian, or Alaskan Native	2	0.3%	5	0.7%	7	0.5%
White (Non-Hispanic)	533	72.9%	469	67.0%	1001	70.1%
Other	42	5.7%	32	4.6%	74	5.2%
Did Not Respond	6	0.8%	12	1.7%	18	1.3%

NOTE: Except for the "Examinee Volume" section of this table (i.e., the first section), data for specific administration dates are for all candidates tested on that date, including repeat test-takers. The cumulative data are for all candidates to date, and each candidate is included only once.

Table 2 shows that the 731 examinees on June 20, 1998, and the 700 examinees on August 8, 1998, were very similar in terms of preparation and demographics. Three candidates took the Written Examination on both dates, even though they did not receive their score reports for the June administration until after the August administration. As a group, the August examinees had a slightly higher educational level than the June examinees. For both administrations, most of the 1,428 examinees (81%) had a Bachelor's Degree plus additional credits. Similarly, the August examinees were slightly ahead of the June examinees in terms of professional preparation: a

slightly greater percentage had begun student teaching. Cumulatively, 90 percent were participating in professional preparation programs, a third of whom were in internship programs.

About 90 percent of both groups had completed a course in methods of reading instruction at colleges, universities, or district internship programs. Almost 60% had not completed a student teaching assignment. For approximately 94 percent of both groups, English was their best language. At both administrations, the candidates were primarily female (86%) and White non-Hispanic (70%).

Part 5

Passing Rate Data for Candidates Taking the RICA Written Examination

Table 3 provides passing rate data for candidates taking the RICA Written Examination at its first two administrations and cumulatively. Except for the first section of Table 3, entitled "Examinee Status," where data are provided for both first-time test-takers and repeat test-takers separately, data for specific administration dates are for first-time test-takers only. The cumulative data are for all candidates to date (i.e., the sum of the first-time test-takers across administration dates), and each candidate is included only once.

Pursuant to the Commission-adopted RICA reporting plan, described in Part 2 of this report, data are not presented by institution because only 16 institutions have at least 25 candidates.

Although the August candidates were very similar in terms of preparation and demographics to the June candidates, the August candidates performed slightly less well than the June candidates. Cumulatively, nearly 80% of the 1,428 candidates who have attempted the RICA Written Examination have passed it.

Candidates with higher educational levels have higher passing rates. Candidates who are participating in or have completed professional preparation pass at higher rates than candidates who have not begun professional preparation. Similarly, those who have completed a college, university, or district internship course in

Table 3
RICA Written Examinaton Passing Rates

	6/20/98			8/8/98			Cumulative		
	Total Examinees	Number Passed	Percent Passed	Total Examinees	Number Passed	Percent Passed	Total Examinees	Number Passed	Percent Passed
Examinee Status									
First-Time Test-Takers	731	597	81.7%	697	540	77.5%	1428	1137	79.6%
Repeat Test-Takers	0	--	--	3	--	--	--	--	--
Educational Level									
Bachelor's Degree or Less	84	63	75.0%	47	28	59.6%	131	91	69.5%
Bachelor's Degree Plus Additional Credits	579	478	82.6%	575	453	78.8%	1154	931	80.7%
Master's Degree and Above	61	51	83.6%	65	53	81.5%	126	104	82.5%
Professional Preparation									
Not Begun Professional Preparation	38	24	63.2%	21	--	--	59	33	55.9%

Begun or Completed Internship Program (IHE/District)	232	189	81.5%	220	166	75.5%	452	355	78.5%
Participating in IHE Non-Internship Program and Not Begun Student Teaching	252	206	81.7%	202	165	81.7%	454	371	81.7%
Begun Student Teaching or Completed IHE Non-Internship Program	192	166	86.5%	224	181	80.8%	416	347	83.4%
Preparation for Reading Instruction (Participants could select more than one option.)									
Completed None of the Following	33	17	51.5%	40	18	45.0%	73	35	47.9%
Completed an IHE or District Internship Course in Methods of Reading Instruction	636	537	84.4%	610	495	81.1%	1246	1032	82.8%
Observed Reading Instruction in a K-12 School	260	214	82.3%	217	178	82.0%	477	392	82.2%
Worked with Individual Students in a K-12 School to Improve their Reading Skills	192	152	79.2%	178	151	84.4%	370	303	81.9%
Had Daily Responsibility for Classroom Reading Instruction as Student Teacher or Intern	148	122	82.4%	175	152	86.9%	323	274	84.8%
Student Teaching Assignments Completed									
None	434	345	79.5%	410	303	73.9%	844	648	76.8%
One	177	163	92.1%	161	134	83.2%	338	297	87.9%
Two	80	57	71.3%	81	68	84.0%	161	125	77.6%
Three or More	33	27	81.8%	32	28	87.5%	65	55	84.6%
Grade-Level Experience in Providing Reading Instruction (Participants could select more than one option.)									
None	191	161	84.3%	164	115	70.1%	355	276	77.7%
Pre K-2	409	322	78.7%	399	326	81.7%	808	648	80.2%
3-5	273	230	84.2%	277	229	82.7%	550	459	83.5%
6-8	90	71	78.9%	85	64	75.3%	175	135	77.1%
9-12	25	13	52.0%	19	--	--	44	29	65.9%
Best Language									
English	697	582	83.5%	648	514	79.3%	1345	1096	81.5%
Another Language	25	9	36.0%	34	18	52.9%	59	27	45.8%
First Language									
English Only	602	508	84.4%	545	445	81.7%	1147	953	83.1%
English and One or More Other Languages	60	48	80.0%	75	51	68.0%	135	99	73.3%
One or More Languages Other Than English	60	35	58.3%	66	38	57.6%	126	73	57.9%

Gender										
Female	635	528	83.1%	588	471	80.1%	1223	999	81.7%	
Male	94	68	72.3%	107	67	62.6%	201	135	67.2%	
Ethnicity (only groups with at least 25 examinees)										
Asian American or Asian	34	29	85.3%	48	39	81.3%	82	68	82.9%	
Mexican American or Chicano	58	33	56.9%	80	48	60.0%	138	81	58.7%	
Latino, Latin American, Puerto Rican, or Other Hispanic	30	17	56.7%	30	16	53.3%	60	33	55.0%	

methods of reading instruction, and/or have had some other preparation for reading instruction, have higher passing rates than candidates who have none of those experiences. Candidates who have completed one student teaching assignment have a higher passing rate than candidates who have not completed a student teaching assignment.

Male candidates, who make up only 14 percent of the 1,428 total candidates, pass at a lower rate than female candidates. For both administrations, White (non-Hispanic) candidates and Asian American or Asian candidates have nearly identical passing rates that are higher than those for Mexican American or Chicano candidates and Latino, Latin American, Puerto Rican, or other Hispanic candidates.

The patterns of performance described above may or may not continue in subsequent administrations of the RICA Written Examination. It is still early in the program. Some of the examinee groups are still relatively small. It is not known if the candidates that have taken the exam so far are representative of those who will be required to pass the RICA once it becomes a requirement on October 1, 1998. Therefore, the reader should use caution in drawing conclusions about RICA performance and making generalizations about all RICA examinees.

Appendix A

The RICA Content Specifications

READING INSTRUCTION COMPETENCE ASSESSMENT (RICA™)

CONTENT SPECIFICATIONS

The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is base on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students. The knowledge and abilities needed by beginning teachers are described below, organized into four domains. Competence in all four of the domains is critical and necessary for achieving the goals of reading instruction.

- Domain I -Planning and Organizing Reading Instruction Based on Ongoing Assessment

Domain II -Developing Phonological and Other Linguistic Processes Related to Reading

Domain III -Developing Reading Comprehension and Promoting Independent Reading

Domain IV -Supporting Reading Through Oral and Written Language Development

1. Each domain includes two or more content areas. The order of the content areas and the order of the competency statement within each content area do not indicate relative importance or value.
2. Many of the competencies include examples. The examples are not comprehensive. They are provided to help clarify the knowledge and abilities described in the competency.
3. The competencies pertain to the teaching of reading in English, even though many of the competencies may also be relevant to the teaching of reading in other languages.
4. Each competency refers to the provision of instruction to all students, including English language learners, speakers of non-mainstream English, and students with special needs. Instruction should be characterized by a sensitivity to and respect for the culture and language of the students and should be based on students' developmental, linguistic, functional, and age-appropriate needs; that is, instruction should be provided in ways that meet the needs of the individual student.

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DOMAIN I: PLANNING AND ORGANIZING READING INSTRUCTION BASED ON ONGOING ASSESSMENT

CONTENT AREA 1: CONDUCTING ONGOING ASSESSMENT OF READING DEVELOPMENT

Ongoing assessment of reading development refers to the use of multiple measures and the ongoing analysis of individual, small-group, and class progress in order to plan effective instruction and, when necessary, classroom interventions. All instruction should be based on information acquired through valid assessment procedures. Students must be able to recognize their own reading strengths and needs and be able to apply strategies for increasing their own reading competence. Teachers must be able to use and interpret a variety of informal and formal assessment tools and communicate assessment data effectively to students, parents, guardians, school personnel, and others.

- 1.1 **Principles of assessment.** The beginning teacher knows how to collect and use assessment data from multiple measures on an ongoing basis to inform instructional decisions. The teacher is able to select and administer informal reading assessments in all areas of reading and to analyze the results of both informal and formal reading assessments to plan reading instruction.
- 1.2 **Assessing reading levels.** The beginning teacher is able to use a variety of informal measures to determine students' independent, instructional, and frustration levels of reading. The teacher conducts these assessments throughout the school year and used the results to select materials and plan and implement effective instruction for individuals and small and large groups in all areas of reading.
- 1.3 **Using and communicating assessment results.** The beginning teacher knows what evidence demonstrates that a student is performing below, at, or above expected levels of performance based on content standards and applies this information when interpreting and using assessment results. The teacher is able to recognize when a student needs additional help in one or more areas of reading, plans and implements timely interventions to address identified needs, and recognizes when a student may need additional help beyond the classroom. The teacher is able to communicate assessment results and reading progress to students, parents, guardians, school

personnel, and others.

CONTENT AREA 2: PLANNING, ORGANIZING, AND MANAGING READING INSTRUCTION

Planning, organizing, and managing reading instruction refer to teacher practices necessary for delivering an effective, balanced, comprehensive reading program. Students' reading development is supported by a well-planned and organized program that is based on content and performance standards in reading and responsive to the needs of individual students. Students must develop as proficient readers in order to become effective learners and take advantage of the many lifelong benefits of reading. Teachers need to understand how to plan, organize, manage, and differentiate instruction to support all students' reading development.

- 2.1 Factors Involved in planning reading instruction.** The beginning teacher is able to plan instruction based on state and local content and performance standards in reading. The teacher know the components of a balanced, comprehensive reading program (see Content Areas 1 and 3 through 13) and the interrelationships among these components. The teacher is able to do short- and long-term planning in reading and develop reading lessons that reflect knowledge of the standards and understanding of a balanced, comprehensive reading program. The teacher reflects on his or her reading instruction and uses this and other professional development resources and activities to plan effective reading instruction.
- 2.2 Organizing and managing reading instruction.** The beginning teacher understands that the goal of reading instruction is to develop reading competence in all students, including English language learners, speakers of non-mainstream English, and students with special needs, and the teacher knows how to manage, organize, and differentiate instruction in all areas of reading to accomplish this goal (e.g., by using flexible grouping, individualizing reading instruction, planning and implementing timely interventions, and providing differentiated and/or individualized instruction). The teacher knows how to select and use instructional materials and create a learning environment that promotes student reading (e.g., by organizing independent and instructional reading materials and effectively managing their use, by taking advantage of resources and equipment with the school and the larger educational community).

DOMAIN II: DEVELOPING PHONOLOGICAL AND OTHER LINGUISTIC PROCESSES RELATED TO READING

CONTENT AREA 3: PHONEMIC AWARENESS

Phonemic awareness is the conscious awareness the words are made up of individual speech sounds (phonemes), and it is strongly related to reading achievement. To become effective readers, students must be able to perceive and produce the specific sounds of the English language and understand how the sound system works. Therefore, teachers must understand how and why phonemic awareness skills develop both before students are reading and as they are learning to read. Teachers need to know how to plan implicit and systematic, explicit instruction in phonemic awareness and how to choose a variety of materials and activities that provide clear examples for the identification, comparison, blending, substitution, deletion, and segmentation of sounds. Teachers need to analyze students' language development in order to match instruction with the students' needs.

- 3.1 Assessing phonemic awareness.** The beginning teacher knows how to assess students' auditory awareness, discrimination of sounds, and spoken language for the purpose of planning instruction in phonemic awareness that meets students' needs.
- 3.2 The role of phonemic awareness.** The beginning teacher knows ways in which phonemic awareness is related to reading achievement both before students are reading and as they are learning to read. The teacher understands the instructional progression for helping students acquire phonemic awareness skills (i.e., words, syllables, onsets and rimes, and phonemes).

3.3 **Developing phonemic awareness.** The beginning teacher is able to promote student's understanding that words are made up of sounds. The teacher knows how to achieve this goal by delivering appropriate, motivating instruction, both implicitly and explicitly, in auditory awareness and discrimination of sounds, phoneme awareness (e.g., teaching students how to rhyme, blend, substitute, segment, and delete sounds in words), and word awareness (i.e., recognition of word boundaries). The teacher is able to select materials and activities for teaching phonemic awareness skills that are appropriate to students at different stages of reading development.

CONTENT AREA 4: CONCEPTS ABOUT PRINT

Concepts about print refer to an understanding of how letters, words, and sentences are represented in written language, and these concepts play a critical role in students' learning to read. Students need to understand that ideas can be represented in print forms and that print forms may have unique characteristics that differ from oral representation of those same ideas. Teachers need to know that if a student does not demonstrate understanding of concepts about print in the written language system, then these concepts must be explicitly taught.

- 4.1 **Assessing concepts about print.** The beginning teacher is able to assess students' understanding of concepts about print and knows how to use assessment results to plan appropriate instruction in this area.
- 4.2 **Concepts about print.** The beginning teacher knows the instructional progression of concepts about print (e.g., sentence, word, and letter representation; directionality; tracking of print; understanding that print carries meaning). The teacher is able to select appropriate materials and activities and to provide effective instruction in these concepts.
- 4.3 **Letter recognition.** The beginning teacher knows the importance of teaching upper- and lower-case letter recognition and is able to select, design, and use engaging materials and activities, including multisensory techniques (visual, auditory, kinesthetic, tactile), to help students recognize letter shapes and learn the names of letters.

CONTENT AREA 5: SYSTEMATIC, EXPLICIT PHONICS AND OTHER WORD IDENTIFICATION STRATEGIES

Systematic, explicit phonics and other word identification strategies refer to an organized program in which letter-sound correspondences for letters and letter cluster are taught directly in a manner that gradually builds from basic elements to more complex patterns. Word identification strategies build on phoneme awareness and concepts about print. Skillful and strategic word identification plays a critical role in rapid, accurate decoding; reading fluency; and comprehension. Students must understand the alphabetic principle and conventions of written language so that they are able to apply these skills automatically when reading. Teachers must provide systematic, explicit instruction in phonics and other word identification strategies.

- 5.1 **Assessing phonics and other word identification strategies.** The beginning teacher is able to select and use a variety of appropriate informal and formal assessment to determine students' knowledge of and skills in applying phonics and other word identification strategies, including decoding tests, fluency checks (rate and accuracy), and sight word checks. The teacher is able to use this information to plan appropriate instruction.
- 5.2 **Explicit phonics instruction.** The beginning teacher knows that rapid, automatic decoding contributes to reading fluency and comprehension. The teacher is able to plan and implement systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units. These units include phonemes, onsets, teacher-developed instructional programs, materials, and activities that will be effective in the systematic, explicit teaching of phonics.
- 5.3 **Developing fluency.** The beginning teacher knows how to help students develop fluency and consolidate their word identification strategies through frequent opportunities to read and reread decodable texts and other texts written at their independent reading levels. The teacher is able to select appropriate texts for supporting students' development of reading fluency.
- 5.4 **Word identification strategies.** The beginning teacher is able to model and explicitly teach students to use

word identification strategies in reading for meaning, including graphophonics cues, syllable division, and morphology (e.g., use of affixes and roots), and to use context cues (semantic and syntactic) to resolve ambiguity. The teacher is able to select materials for teaching decoding and word identification strategies and knows how to model self-correction strategies and provide positive, explicit, corrective feedback for word identification errors.

- 5.5 **Sight words.** The beginning teacher is able to provide opportunities for mastery of common, irregular sight words through multiple and varied reading and writing experiences. The teacher is able to select materials and activities to develop and reinforce students' knowledge of sight words.
- 5.6 **Terminology.** The beginning teacher knows the terminology and concepts of decoding and other word identification strategies, (e.g., consonant blends, consonant digraphs, vowel patterns, syllable patterns, orthography, morphology), and knows how phonemes, onset and rimes, syllables, and morphemes are represented in print.

CONTENT AREA 6: SPELLING INSTRUCTION

Spelling maps sounds to print. Spelling knowledge and word identification skills are strongly related. Students' knowledge of orthographic (spelling) patterns contributes to their word recognition, vocabulary development, and written expression. Teachers need to know the stages of spelling and be able to provide meaningful spelling instruction that includes systematic, explicit teaching of orthographic patterns (e.g., sound-letter correspondence, syllable patterns), morphology, etymology, and high-frequency words.

- 6.1 **Assessing spelling.** The beginning teacher is able to analyze and interpret students' spelling to assess their stages of spelling development (pre-phonetic, phonetic, transitional, conventional) and to use that information to plan appropriate spelling instruction.
- 6.2 **Systematic spelling instruction.** The beginning teacher is able to use a systematic plan for spelling instruction that relates to students' stages of spelling development. The teacher know how to select spelling words and use deliberate, multisensory techniques to teach and reinforce spelling patterns. The teacher knows how the etymology and morphology of words relate to orthographic patterns in English, know high-frequency words that do not conform to regular spelling patterns, and is able to utilize this knowledge in planning and implementing systematic spelling instruction.
- 6.3 **Spelling instruction in context.** The beginning teacher know how to teach spelling in context and provides students with opportunities to apply and assess their spelling skills across the curriculum. The teacher knows how to plan spelling instruction that supports students; reading development (e.g., phonics skills, knowledge of morphology, vocabulary development) and writing development (e.g., use of decoding skills as a strategy for proofreading their spelling). The teacher is able to identify spelling words that support and reinforce instruction in these areas.

DOMAINS III: DEVELOPING READING COMPREHENSION AND PROMOTING INDEPENDENT READING

CONTENT AREA 7: READING COMPREHENSION

Reading comprehension refer to reading with understanding. Reading fluency and reading comprehension are necessary for learning in all content areas, sustaining interest in what is read, and deriving pleasure from reading. The end goal of reading instruction is to enable students to read with understanding and apply comprehension strategies to different types of texts for a variety of lifetime reading purposes. Effective readers produce evidence of comprehension by clarifying the ideas presented in text and connecting them to other sources, including their own background knowledge. Teachers need to be able to facilitate students; comprehension and provide them with explicit instruction and guided practice in comprehension strategies.

- 7.1 **Assessing reading comprehension.** The beginning teacher is able to use informal and formal procedures to assess students' comprehension of narrative and expository texts and their use of comprehension strategies. The teacher knows how to use this information to provide effective instruction in reading comprehension.
- 7.2 **Fluency and other factors affecting comprehension.** The beginning teacher understands factors affecting reading comprehension (e.g. reading rate and fluency, word recognition, prior knowledge and experiences, vocabulary) and knows how proficient readers read. The teacher is able to use this knowledge to plan and deliver effective instruction in reading comprehension.
- 7.3 **Facilitating comprehension.** The beginning teacher is able to facilitate comprehension at various states of students' reading development (e.g., before students learn to read, as they are learning to read, and as they become proficient readers). The teacher is able to select and use a range of activities and strategies before, during, and after reading to enhance students' comprehension (e.g., developing background knowledge, encouraging predictions, questions, conducting discussions).
- 7.4 **Different levels of comprehension.** The beginning teacher knows the level of comprehension and is able to model and explicitly teach comprehension skills. These include (a) literal comprehension skills (e.g., identifying explicitly stated main ideas, details, sequence, cause-effect relationships, and patterns); (b) inferential comprehension skills (e.g., inferring main ideas, details, comparisons, cause-effect relationships not explicitly stated; drawing conclusions or generalizations from a text; predicting outcomes); and (c) evaluative propaganda and faulty reasoning; distinguishing between facts and opinion; reacting to a text's content, characters, and use of language). The teacher is able to select materials (both narrative and expository texts) to support effective instruction in these areas.
- 7.5 **Comprehension strategies.** The beginning teacher is able to model and explicitly teach a range of strategies students can use to clarify the meaning of text (e.g., self-monitoring, rereading, note taking, outlining, for guided and independent practice using comprehension strategies).

CONTENT AREA 8: LITERACY RESPONSE AND ANALYSIS

Literary response and analysis refer to a process in which students extend their understanding and appreciation of significant literary works representing a wide range of genres, perspectives, eras, and cultures. Literature provides readers with unique opportunities to reflect on their own experiences, investigate further ranges of human experience, gain access to unfamiliar worlds, and develop their own imaginative capacities. Students who are fully engaged in literature find a rich medium in which to explore language. Teachers need to provide explicit instruction and guided practice in responding to literature and analyzing literary text structures and elements.

- 8.1 **Assessing literary response and analysis.** The beginning teacher is able to assess students' responses to literature (e.g., making personal connections, analyzing text, providing evidence from text to support their responses) and use that information to plan appropriate instruction in these areas.
- 8.2 **Responding to literature.** The beginning teacher is able to select literature from a range of eras, perspectives, and cultures and provides students with frequent opportunities to listen to and read with-quality literature for different purposes. The teacher knows how to use a range of instructional approaches and activities for helping students apply comprehension strategies when reading literature and for developing students' responses to literature (e.g., using guided reading, reading logs, and discussions, about literature; encouraging students to connect elements in a text to other sources, including other texts, their experiences, and their background knowledge).
- 8.3 **Literary analysis.** The beginning teacher knows and can teach elements of literary analysis and criticism (e.g., describing and analyzing story elements, recognizing features of different literary genres, determining mood and theme, analyzing the use of figurative language, analyzing ways in which a literary work reflects the traditions and perspectives of a particular people or time period). The teacher is able to select literature that provides clear examples of these elements and that matches students' instructional needs and reading interests.

CONTENT AREA 9: CONTENT-AREA LITERACY

Content-area literacy refers to the ability to learn through reading. Learning in all content areas is support by strong reading comprehension strategies and study skills. Students need to know how to apply a variety of reading comprehension strategies to different types of texts, analyze the structures and features of expository (informational) text, and select and vary their reading strategies for different text and purposes. Teacher s need to model and provide explicit instruction in these skills and strategies and provide students with frequent opportunities for guided and independent practice using them.

- 9.1 **Assessing content-area literacy.** The beginning teacher is able to assess student's comprehension in content-area reading and use that information to provide effective instruction.
- 9.2 **Different types of texts and purposes for reading.** The beginning teacher know and is able to teach students about different types and functions of text and the skills and strategies required for reading and comprehending different types of text. The teacher is able to select texts that provide clear examples of common text structure (i.e., cause/effect, comparison/contrast, problem/solution) and knows how to model and explicitly teach students to use text structures to improve their comprehension and memory of expository texts. The teacher is able to model and teach reading strategies for different reading purposes (e.g., skimming, scanning, in-depth reading).
- 9.3 **Study skills.** The beginning teacher is able to model and explicitly teach study skills for locating and retrieving information from reference materials and content-area texts, for retaining and using information, and for test taking.

CONTENT AREA 10: STUDENT INDEPENDENT READING

Independent reading plays a critical role in promoting students’ familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas, and motivating further reading for information and pleasure. Independent reading improves reading performance. To become effective readers, students should be encouraged to read as frequently, broadly, and thoughtfully as possible. Teachers need to understand the importance of independent reading and know how to encourage and guide students in their independent reading.

- 10.1 **Encouraging independent reading.** The beginning teacher is able to determine each students reading interest and preferences, survey the quantity of students' reading, consider each student's independent reading level, and use that information to promote extensive independent reading. The teacher promotes student reading that extends beyond the core curriculum by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The teacher knows how to guide students in selecting independent reading materials and how to motivate students to read independently by regular aloud to students from high-quality texts, providing access to a variety of reading materials, and suggesting text that match students interests.
- 10.2 **Supporting at-home reading.** The beginning teacher is able to use a variety of strategies to motivate students to read at home. The teacher encourages and provides support for parents or guardians to read their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home. The teacher is able to select and organize, for various purposes, a range of reading materials at different levels in English and, when available, in the primary language(s) of the students in the classroom.

**DOMAIN IV:
SUPPORTING READING THROUGH ORAL AND
WRITTEN LANGUAGE DEVELOPMENT**

CONTENT AREA 11: RELATIONSHIPS AMONG READING, WRITING, AND ORAL LANGUAGE

An effective, comprehensive language arts program increases students’ language facility through relevant daily

opportunities to relate to listening, speaking, reading, and writing. Reading is supported by effective writing, listening and speaking instruction, and the goal of language arts instruction is to fully develop students' communication skills. Students must be able to connect reading, writing, listening, and speaking tasks to their experiences, intentions, and purposes. Teachers need to be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency.

- 11.1 **Assessing oral and written language.** The beginning teacher is able to informally assess students' oral and written language and use that information when planning reading instruction.
- 11.2 **Oral language development.** The beginning teacher knows how to provide formal and informal oral language opportunities across the curriculum that enhances students' development as readers (e.g., through language play, group discussions, questioning, and sharing information). The teacher helps students make connections between their oral language and reading and writing.
- 11.3 **Written language development.** The beginning teacher is able to provide purposeful writing opportunities across the curriculum to enhance students' reading development. The teacher explicitly teaches the transfer of skills from oral language to written language. The teacher provides instruction in which reading, writing, and oral language are interrelated.
- 11.4 **Supporting English language learners.** The beginning teacher is able to interrelate the elements of language arts instruction to support the reading development of English language learners (e.g., using preview-review, visual aids, charts, real objects, word organizers, graphics organizers, and outlining). The teacher knows general ways in which the writing systems of other languages may differ from English (e.g., that not all writing systems are alphabetic, that English is less regular phonetically than some other alphabetic languages). The teacher understands factors and processes involved in transferring literacy competencies from one language to another (e.g., positive and negative transfer) and uses knowledge of language similarities and differences to promote transfer of language skills, (e.g., through scaffolding strategies, modeling, and explicit instruction).

CONTENT 12: VOCABULARY DEVELOPMENT

Vocabulary constitutes the building blocks of language. Vocabulary knowledge plays a critical role in reading comprehension, and readers learn most vocabulary through wide reading. Students need to know how to use a range of strategies, including those involving word analysis, context, and syntax, that promote reading fluency and enable independent comprehension, interpretation, and application of words contained in narrative and expository text. Upon entering school, students have a listening and speaking vocabulary that forms the foundation for vocabulary and comprehension instruction. Teachers need to build upon this foundation by providing explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading.

- 12.1 **Assessing vocabulary knowledge.** The beginning teacher is able to informally assess students' vocabulary knowledge in relation to specific reading needs and texts and is able to use that information to plan appropriate vocabulary instruction.
- 12.2 **Increasing vocabulary knowledge.** The beginning teacher knows how to provide opportunities for students to increase their vocabulary by listening to and reading a variety of texts and encourages students to apply their vocabulary knowledge in new contexts. The teacher is able to select vocabulary words on the basis of appropriate criteria (e.g., words that are related to each other, words needed to comprehend a reading selection). The teacher knows how to select appropriate instructional materials, (e.g., read-aloud materials that promote vocabulary development and lay the foundation for complex language structures) and is able to teach vocabulary development and lay the foundation for complex language structures) and is able to teach vocabulary using a range of instructional activities, (e.g., word sorts, word blanks, classification, semantic mapping).
- 12.3 **Strategies for gaining and extending meanings of words.** The beginning teacher is able to model and explicitly teach students a variety of strategies for gaining meaning from unfamiliar words, such as using word

analysis (e.g., decoding, prefixes and suffixes, base words, roots), context, and syntax. The teacher knows how to select and use materials and activities that help students extend their understanding of words, including words with multiple meanings. The teacher is able to provide instruction in the use of reference materials that can help clarify the meaning of words (e.g., dictionary, thesaurus, glossary, technological sources).

CONTENT AREA 13: STRUCTURE OF THE ENGLISH LANGUAGE

Structure of the English language refers to established rules for the use of the language. Students' knowledge of the structure of English promotes their reading fluency, listening and reading comprehension, and oral and written expression. Students must be able to recognize, when listening or reading, and apply, when speaking or writing, English language conventions and structures. Teachers need a basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics) and must be able to provide instruction in these areas to enhance students' literacy skills.

- 13.1**Assessing English language structures.** The beginning teacher is able to analyze students' oral and written language to determine their understanding and use of English language structures and conventions and knows how to use this information to plan appropriate instruction.
- 13.2**Differences between written and oral English.** The beginning teacher is able to help students understand similarities and differences between language structures used in spoken and written English. The teacher knows how to use explicit instruction and guided practice to teach written-language structures to all students. The teacher uses a range of approaches and activities to develop students' facility in comprehending and using academic language (e.g., oral language development activities to build knowledge of academic language and familiarize students with grammatical structures they will encounter in written text).
- 13.3**Applying knowledge of the English language to improve reading.** The beginning teacher has a basic knowledge of English syntax and semantics and is able to use this knowledge to improve students' reading competence (e.g., by teaching students to group words into meaningful phrases to increase reading fluency and comprehension, by teaching students to analyze how punctuation affects a text's meaning). The beginning teacher knows how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts. The teacher is able to help students consolidate their knowledge of English grammar and improve their reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials that provide clear examples of specific English grammatical structures and conventions.

Appendix B
The RICA Advisory Panel

Reading Instruction Competence Assessment (RICA)
Advisory Panel

California Commission on Teacher Credentialing

Member	Professional Position	Current Employer
Carol Adams	Miller-Unruh Reading Specialist	Lompoc Unified School District, Lompoc
Kathy Allen	Classroom Teacher Grades 6-8	Palos Verdes Peninsula Unified School District, Palos Verdes Estates
Irene Boschken	Reading/Language Arts Curriculum Administrator	San Juan Unified School District, Carmichael
Owen Boyle	Professor of Elementary Education, Literacy Academy	San Jose State University
Lisbeth Ceaser	Reading Advisor; CLAD Coordinator	Cal Poly University, San Luis Obispo

Irma Cobián	Bilingual Classroom Teacher, Grades 3-4	Los Angeles Unified School District, Los Angeles
Cathleen Diaz-Rubin	Associate Professor; Director of Teacher Preparation	California Lutheran University, Thousand Oaks
Elva Durán	Professor, Special Education, Rehabilitation, & School Psychology	California State University, Sacramento
Helen Faul	Classroom Teacher Grade 1	Ocean View Elementary School District, Oxnard
Monica Ford	Program Facilitator; Administrative Assistant	Ontario-Montclair School District, Ontario
Nancy Hanssen	Reading Specialist	Poway Unified School District, Poway
Karen Hayashi	Reading Specialist Coordinator	Elk Grove Unified School District, Elk Grove
Suzanne Hinkley	Classroom Teacher Grades 2-3	San Jose Unified School District, San Jose
Kimi Kinoshita	Classroom Teacher Grades K-1	Enterprise Elementary School District, Redding
Patricia Lehman	English Language Arts Coordinator	Fresno County Office of Education, Fresno
Etta Martin-Lee	Classroom Teacher Grades 4-5	San Juan Unified School District, Carmichael
Jo Polite	Principal, Baldwin Hills Community Magnet School	Los Angeles Unified School District, Los Angeles
James Richmond	Chair, Department of Professional Studies in Education	California State University, Chico
Nancy White	Assistant Clinical Professor, School of Medicine	University of San Francisco

Organizational Liaisons to the Advisory Panel

Name	Professional Position	Organization
Nancy Brownell	Director	Center for the Improvement of Reading Instruction, CSU Institute for Education Reform
Sheila Byrd	Deputy Executive Director	Commission for the Establishment of Academic Content and Performance Standards
Jan Chladek	Consultant, Reading and Mathematics Leadership and Policy	California Department of Education
Holly Covin	Assistant Executive Director, Policy Analysis	California School Boards Association
Ellen Venturino	Deputy Secretary for Legislation	Office of Child Development and Education

Commission Support for the Advisory Panel

Name	Professional Position	Division
Dennis Tierney	Division Director	Professional Services Division
Bob Carlson	Consultant, Examinations and Research	Professional Services Division
Marilyn Errett	Consultant, Program Evaluation and Research	Professional Services Division
Diane Tanaka	Research Analyst II	Professional Services Division
Nancy Peters	Office Technician	Professional Services Division

Appendix C

RICA Performance Characteristics and Scoring Scales for Constructed-Response Items

Reading Instruction Competence Assessment (RICA™) Video Assessment Performance Characteristics

Each Video Packet contains an Instruction Context Form, a videotaped segment of reading instruction, and a Reflection Form. The scoring of each Video Packet will be based on the complete set of evidence contained in all

three parts.

<ul style="list-style-type: none">• PURPOSE <p>The candidate demonstrate an understanding of the relevant content and pedagogical knowledge from the specified RICA domains by fulfilling the purpose of the assessment.</p>
<ul style="list-style-type: none">• APPLICATION OF CONTENT <p>The candidate accurately and effectively applies the relevant content and pedagogical knowledge from the specified RICA domains by planning, presenting, and analyzing a lesson that is based on one or more appropriate instructional objectives and that is appropriate in relation to the assessed needs of the students and the instructional setting (i.e., whole class, small group, or individual).</p>
<ul style="list-style-type: none">• SUPPORT <p>The candidate supports the submission with appropriate information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>

A candidate's holistic score is assigned from the RICA Video Assessment scoring scale, which is based on the performance characteristics listed above. The score assigned to the Video Packet should not be influenced by personal (as opposed to professional) characteristics of the candidate, such as the candidate's gender, race, ethnicity, nationality, religion, disability, national origin, sexual orientation, physical characteristics, (e.g., appearance, voice),and/or cultural, economics, or geographic background, not should the candidate's holistic score be influenced by any personal characteristics, such as those listed above, of the students in the candidate's classroom.

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Reading Instruction Competence Assessment (RICA)
Video Assessment Scoring Scale

<p>The "4" submission reflects a thorough understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p>

4	<p>The submission completely fulfills the purpose of the assessment by responding fully to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more appropriate instructional objectives, is appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides strong supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
3	<p>The "3" submission reflects an adequate understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission generally fulfills the purpose of the assessment by responding adequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more generally appropriate instructional objectives, is appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides adequate supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
2	<p>The "2" submission reflects a limited understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission partially fulfills the purpose of the assessment by responding in a limited way to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more partially instructional objectives, is partially appropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a limited and generally ineffective application, which may include significant inaccuracies, of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides limited supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
1	<p>The "1" submission reflects little or no understanding of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission fails to fulfill the purpose of the assessment by responding inadequately to the given task.</p> <p>The submission provides evidence of a lesson that is based on one or more inappropriate instructional objectives, is inappropriate in relation to the assessed needs of the students and the instructional setting, and demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the specified RICA domains.</p> <p>The submission provides little or no supporting information, explanations, and rationales based on the relevant content and pedagogical knowledge from the specified RICA domains.</p>
RNM	<p>Requirement Not Met (i.e., the requirement listed in the RICA Video Performance Assessment Procedures Manual were not met).</p>

Reading Instruction Competence Assessment (RICA)
Case Study
and
Focused Educational Problems and Instructional Tasks
Performance Characteristics

<ul style="list-style-type: none"> • PURPOSE <p>The candidate demonstrates an understanding of the relevant content and pedagogical knowledge from the applicable RICA domains(s) by fulfilling the purpose of the assignment.</p>
<ul style="list-style-type: none"> • APPLICATION OF CONTENT <p>The candidate accurately and effectively applies the relevance content and pedagogical knowledge from the applicable RICA domains(s).</p>
<ul style="list-style-type: none"> • SUPPORT <p>The candidate supports the response with appropriate examples, evidence, and rationale based on the relevant content and pedagogical knowledge applicable RICA domain(s).</p>

Reading Instruction Competence Assessment (RICA)
Case Study Scoring Scale

4
<p>The "4" response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.</p> <p>The response completely fulfills the purpose of the assignment by responding fully to the given task.</p> <p>The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.</p> <p>The response provides strong supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.</p>
3
<p>The "3" response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.</p>

The response generally fulfills the purpose of the assignment by responding adequately to the given task.

The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

2

The "2" response reflects a limited understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response partially fulfills the purpose of the assignment by responding in a limited way to the given task.

The response demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies.

The response provides limited supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

1

The "1" response reflects little or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response fails to fulfill the purpose of the assignment by responding inadequate to the given task.

The response demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides little or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

U

The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not of sufficient length to score, or off task.

B

The written response is blank.

Reading Instruction Competence Assessment (RICA)
Focused Educational Problems and Instructional Tasks
Scoring Scale

3

The "3" response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response completely fulfills the purpose of the assignment by responding fully to the given task.

The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides strong supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

2

The "2" response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response generally fulfills the purpose of the assignment by responding adequately the given task.

The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domains.

The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

1

The "1" response reflects a limited or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domain.

The response partially fulfills or fails to fulfill the purpose of the assignment by responding in a limited way or inadequately to the given task.

The response demonstrates a limited and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies.

The response provides limited or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.

U

The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not of sufficient length to score, or off task.

B

The written response is blank.

| [Back to the Top](#) |
| [Back to October 1998](#)
[Agenda](#) |
| [Back to Agenda](#)
[Archives](#) |
| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: PERF-2

Committee: Performance Standards

Title: Plan to Issue Grants to Colleges and Universities to Support the Development of Blended Programs of Undergraduate Teacher Preparation

✓ Action

Prepared by: Mary Vixie Sandy
Consultant

Plan to Issue Grants to Colleges and Universities to Support the Development of Blended Programs of Undergraduate Teacher Preparation

Professional Services Division
September 18, 1998

Executive Summary

The Commission's 1998-99 budget includes \$350,000 to provide grants to public colleges and universities seeking to develop blended programs of undergraduate teacher preparation. The Commission has recently adopted Interim Standards to guide the development of such programs, and established a process whereby institutions may obtain accelerated approval of their programs while they complete a full response to the Commission's new standards. This agenda report includes a proposed plan to conduct a competitive bidding process and select at least seven public institutions to receive grants under this program.

Policy Issues to be Resolved

What would be the most cost-effective way for the Commission to sponsor the development and implementation of blended programs of undergraduate teacher preparation?

Relationship to the Commission's Strategic Goals and Objectives

Goal: Promote educational excellence in California schools.
Objective: Develop candidate and program standards; develop processes for program accreditation.

Fiscal Impact Statement

The costs of preparing and implementing this plan are supported by the agency's base budget resources. The Governor and Legislature have agreed on a budget for 1998-99 that includes \$350,000 for colleges and universities to participate in this program.

Recommendation

That the Commission authorize the Executive Director to issue a Request for Proposals inviting public colleges and universities to submit proposals for funding to support the development of programs that meet the Commission's Interim Standards for Blended Programs of Undergraduate Teacher Preparation Programs.

Important Note

The following report contains important information that is relevant to the Commission's policy deliberations but could not be summarized in the above spaces.

Teacher Preparation

Professional Services Division

September 18, 1998

Background

During the early Spring of 1998, Commission staff solicited the participation of a select group of teachers, teacher educators and subject matter experts to develop a set of Interim Standards that would guide colleges and universities in the development of blended programs of subject matter and professional preparation. The Task Force, which included representatives from the University of California, the California State University, private and independent colleges, and public schools, responded to several written drafts and met at the end of June to develop the nine standards that were ultimately adopted by the Commission in August 1998.

The staff informed the Task Force that Interim Standards are intended to serve only those institutions that already offer approved programs of subject matter preparation *and* accredited programs of professional preparation for Multiple and Single Subject Teaching Credentials. The Task Force was not asked to reconsider any of the existing standards for subject matter or professional preparation, as this will be the primary function of the Commission's new Advisory Panel for the Development of Teacher Preparation Standards. Instead, the Task Force was asked to address the following focused issue: For those institutions whose preparation programs already meet the existing standards for subject matter and professional preparation, what aspects of quality and effectiveness are unique to (1) the blending of two existing curricula for prospective teachers, and (2) the introduction of early field experience and other career explorations for undergraduate teacher candidates? The Task Force resolved this question by drafting nine interim standards related to the *quality* and *effectiveness* of concurrence and connectedness in the blended curriculum, of early fieldwork and career exploration, and of collaboration in the development of blended programs. The nine interim standards adopted by the Commission in August, 1998 are listed in Chart 1.

The Commission's 1998-99 budget includes \$350,000 to provide grants to public colleges and universities seeking to develop blended programs of undergraduate teacher preparation. The availability of these funds coincides with: (1) the Commission's recent adoption of Interim Standards for Blended Programs, (2) a desire on the part of the Chancellor's Office of the California State University to make blended programs available at all CSU campuses as soon as possible, and (3) the availability of private funds, secured by the CSU Institute for Education Reform, to support up to four CSU campuses in the development of blended programs. Staff is recommending in this agenda report that the Commission authorize the Executive Director to issue a Request for Proposals inviting public colleges and universities to submit proposals for funding to support the development of programs that meet the new Interim Standards.

Chart One: Interim Standards for Blended Programs of Undergraduate Teacher Preparation

Interim Standard 1: Concurrent Curriculum. In a *concurrent curriculum*, pedagogical studies at the four-year campus begin *while* an undergraduate candidate's subject matter studies are taking place. The candidate earns academic credit toward the baccalaureate degree by completing selected pedagogical courses during the undergraduate years. Beginning as early as the candidate's first year in the program, s/he completes selected education courses concurrently with related subject matter courses, or courses that blend subject matter and pedagogy.

Interim Standard 2: Connected Curriculum. In the delivery of a connected curriculum, institutional faculty draw intellectual connections between (a) the major themes (concepts, principles, and ways of knowing) of discipline-based and inter-disciplinary studies and (b) key ideas about education, teaching, and learning. Faculty guide undergraduate candidates to think pedagogically about major themes in selected subject matter courses. In the program, candidates observe and reflect on how content is taught in selected K-12 schools. Overall, the connected curriculum is designed and

implemented as a means of expanding and extending candidates' content and pedagogical knowledge and understanding.

Interim Standard 3: Rigorous Curriculum. In the course of *connecting* subject matter and pedagogical studies, and in making them concurrent, the blended curriculum for undergraduate candidates maintains the quality, depth, scope and rigor of these two domains of teacher education.

Interim Standard 4: Collaboration in Curriculum Development. Faculty members from education and subject matter areas collaborate, as appropriate, to develop the content and instructional methods of the courses. The institution provides adequate time and resources to facilitate effective collaboration for developing program curriculum and courses.

Interim Standard 5: Developmental Quality. The blended program's coursework and field experiences are organized to reflect the developmental nature of learning-to-teach. The *California Standards for the Teaching Profession* are utilized throughout the program as a means to promote early deciders' dialogue and self-assessment regarding their preparation as prospective teachers.

Interim Standard 6: Early Advisement. The institution and its multiple academic units provide opportunities for undergraduate students to learn about routes to teaching and to identify themselves as possible candidates. The institution and its academic units provide accurate, comprehensive information that enables early deciders to pass required credential examinations and pursue required and elective coursework leading to degrees and credentials without unnecessary delays or duplications. The four-year institution works jointly with selected community colleges in providing this information to pre-transfer students, and in identifying lower division courses that automatically earn transfer credits.

Interim Standard 7: Guided Early Career Exploration. The institution offers early career exploration activities that enable undergraduate students to make valid career decisions on the basis of current, first-hand information about the qualities and characteristics of teaching careers in California's K-12 schools. With appropriate support by the institution, undergraduate candidates pursue carefully planned and guided early field experiences in selected school settings where they meet teachers, observe their work, become acquainted with school-based resources that teachers use, and discuss and reflect on their observations and experiences. Field-based activities that satisfy existing standards for subject matter programs and professional preparation programs may fully satisfy this standard.

Interim Standard 8: Intra-Institutional Collaboration. Overall design and implementation of the program include communication, consultation and shared decision-making among the academic units that contribute to undergraduate teacher education. Specific responsibilities in the program, including program coordination and candidate advisement, are clearly assigned to specific academic units or officers at the institution. The institution provides adequate time and resources to facilitate effective program coordination, candidate advisement, faculty development, collaborative practices, and shared decision-making.

Interim Standard 9: Inter-Institutional Collaboration. Credential programs for undergraduate candidates include the active involvement of classroom teachers and school administrators who are responsible for the education of K-12 students. The involvement of K-12 educators encompasses multiple aspects of undergraduate teacher preparation including curriculum development and implementation, candidate recruitment and selection policies and the placement and supervision of student teachers and early field participants.

Plan to Issue Grants to Colleges and Universities to Support the Development of Blended Programs of Undergraduate Teacher Preparation

Staff proposes the following guidelines be adopted by the Commission to govern the issuance of grants to postsecondary institutions to develop programs that blend subject matter and professional preparation programs for

prospective teachers.

1. Funds granted to institutions through this program must be used to support the development of blended programs of undergraduate teacher preparation. Only institutions with approved subject matter and accredited teacher education programs may participate in this program.
2. Grants will be used to support faculty release time to develop programs that meet all nine of the Commission's Interim Standards for Blended Programs. Participating institutions will have up to twelve months from the award of the grant to submit a proposed program to the Committee on Accreditation for initial accreditation.
3. Institutions will be invited to use funds granted under this program to blend professional preparation programs with either existing liberal studies programs for multiple subject credential candidates, or existing single subject programs for single subject credential candidates.
4. Campuses funded through the CSU Institute for Education Reform to develop blended programs of undergraduate teacher preparation may not apply for funds under this program.
5. Campuses may apply for up to \$50,000 under this program to cover the costs of release time for faculty from Colleges/Schools of Arts and Sciences and Colleges/Schools of Education to collaborate in the development of a program that meets the Commission's Interim Standards for Blended Programs.
6. The process for awarding grants will be implemented on the following schedule:

October 1998	The Commission's Executive Director releases a Request for Proposals to all public colleges and universities in California.
November 1998	A Proposal Review Team reads and evaluates all proposals submitted in response to the RFP, and identifies the highest scoring proposals. The Review Team will include Commission staff, representatives from postsecondary institutions, and K-12 practitioners.
December 1998	The Executive Director awards grants to institutions submitting the highest scoring proposals, based on criteria described below.
January 1999	Commission staff presents to the Commission the results of the competitive bidding process, and the Commission is asked to affirm the Executive Director's decisions.
December 1999	Participating institutions submit a final report on their activities under the grant. Participating institutions will make periodic reports to the Commission staff on their progress in developing programs.
January 2000	Commission staff presents to the Commission a report on the implementation of this program.

7. The Proposal Review Team will use the following criteria in evaluating proposals:
 - a. The number of candidates to be served. Institutions that develop this program in response to a shortage of fully qualified teachers in their region will be competitive.
 - b. The demand for teachers with credentials in particular shortage areas. Institutions that focus the development of their program on producing teachers with credentials that are in high demand (e.g., Mathematics, CLAD) will be competitive.
 - c. The magnitude of potential gain. Some public institutions have already made considerable progress in the development of undergraduate teacher preparation programs. Others are in the very early stages of learning about various programs and departments on campus that might be involved in this kind of program. Institutions that will be able to make the greatest possible gain with the help of these grant funds will be competitive.
 - d. The level of institutional commitment. The proposal review team will assess an institution's level of readiness to develop and/or implement an undergraduate teacher preparation program. Institutions with schools and departments that have a demonstrated commitment to the concept of blended programs will be competitive.
 - e. Collaboration. Institutions will be selected based on their demonstrated ability to collaborate on the development of a blended program. In addition, institutions that collaborate with K-12 districts and local community colleges will be competitive.
-

| [Back to the Top](#) |
| [Back to October 1998](#)
[Agenda](#) |
| [Back to Agenda](#)
[Archives](#) |
| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: October 1-2, 1998

Agenda Item Number: PERF-3

Committee: Performance Standards

Title: Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042

✓ Action

Prepared by: Bob Carlson, Ph.D.

Consultant

Summary of an Agenda Report

Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042

Professional Services Division
September 18, 1998

Overview of this Report

The Commission has previously acted to sponsor legislation to require that each program of professional preparation for preliminary multiple and single subject teaching credentials include a teaching performance assessment that fulfills standards that the Commission will establish to govern the quality of such assessments. The Governor signed this legislation (SB 2042; Alpert, Mazzoni) on September 17, 1998. It requires that the Commission develop a teaching performance assessment that could be used by program sponsors who elect not to develop their own assessments. This report provides a

plan to initiate the development of the teaching performance assessment required by SB 2042. Part One reviews previous actions taken by the Commission related to the development of a teaching performance assessment, and describes the major responsibilities of the new Advisory Panel for the Development of Teacher Preparation Standards. Part Two provides a general overview of the three phases of work that must be completed in order to develop a valid and legally defensible teaching performance assessment. Part Three proposes a plan for the release of three Requests for Proposals that are needed to initiate development of the teaching performance assessment and to complete the first two phases of work.

Policy Issues to be Resolved by the Commission

What steps should the Commission take to begin the development of a teaching performance assessment pursuant to SB 2042?

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective Two: Develop and administer teacher assessments.

Contributions of this Report to the Implementation of SB 2042

To develop a teaching performance assessment as required by SB 2042 and recommended by the SB 1422 Advisory Panel, the Commission will need to sponsor several data collection and analysis efforts. This report provides specific information about tasks that must be completed in order to complete this project.

Fiscal Impact Summary

The costs of preparing this plan have been supported from the agency's base budget resources. The Governor and Legislature have agreed on a budget for 1998-99 that includes sufficient funds to carry out the staff recommendation.

Recommendation

That the Commission authorize the Executive Director to release the Requests for Proposals [described in this report](#).

Important Note

The following report contains important information that is relevant to the Commission's policy deliberations but could not be summarized in the above spaces.

Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042

**Professional Services Division
September 18, 1998**

This report provides a plan to initiate the development of the teaching performance assessment required by SB 2042. [Part One](#) reviews previous actions taken by the Commission related to the development of a teaching performance assessment, and describes the major responsibilities of the new Advisory Panel for the Development of Teacher Preparation Standards. [Part Two](#) provides a general overview of the three phases of work that must be completed in order to develop a valid and legally defensible teaching performance assessment. [Part Three](#) proposes a plan for the release of three Requests for Proposals that are needed to initiate development of the teaching performance assessment and to complete the first two phases of work.

Part One: Previous Commission Actions and the Advisory Panel for the Development of Teacher Preparation Standards

In August 1997, the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422) presented its findings and recommendations to the Commission. Included in the Panel's final report were recommendations to restructure multiple and single subject teaching credentials, develop new standards for teacher preparation, and strengthen accountability throughout the credential system.

In 1998, the Commission sponsored legislation (SB 2042; Alpert, Mazzoni) to implement many of the SB 1422 recommendations for reform and restructuring in teacher preparation and licensure. Signed into law by the Governor on September 17, 1998, SB 2042 establishes a two-tiered credential structure, and provides for every beginning teacher to participate in an induction program of support and assessment. To upgrade the assessment of preliminary teaching credential candidates in the context of professional preparation programs, SB 2042 calls for the Commission to develop a teaching performance assessment as well as Assessment Quality Standards against which locally developed teaching performance

assessments can be evaluated.

In January 1998, the Commission adopted a plan to develop and implement new *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*. The Commission's new Advisory Panel for the Development of Teacher Preparation Standards will begin in the fall of 1998 to implement the Commission-adopted plan. The Advisory Panel's anticipated tasks are described below. In June 1998, the Commission adopted a set of Assessment Policy Principles to guide the development of the Commission's teaching performance assessment.

The Advisory Panel for the Development of Teacher Preparation Standards is scheduled to meet for the first time on September 24-25, 1998. Consistent with the plan adopted by the Commission in January 1998, the Advisory Panel is expected to work together for twelve to eighteen months to develop or oversee the development of five sets of inter-related products for Commission consideration and possible adoption. These are shown in [Chart 1](#) and described below.

1. A comprehensive set of program standards to govern all types of teacher preparation programs for preliminary teaching credentials, including post-baccalaureate preparation programs, internship programs, and undergraduate blended programs. In addition to professional preparation standards, the Advisory Panel will oversee the review and revision of the current Liberal Studies Subject Matter Standards.
2. Assessment Quality Standards that will enable an Assessment Review Panel and Accreditation Teams to evaluate the quality and effectiveness of teaching performance assessments that are developed by professional preparation programs in response to SB 2042. The Advisory Panel will use the Assessment Policy Principles adopted by the Commission last July as one basis for the development of the Assessment Quality Standards.
3. New standards for induction programs leading to professional clear teaching credentials. These standards will be developed in collaboration with the Beginning Teacher Support and Assessment (BTSA) Inter-agency Task Force for adoption by the Commission, the Superintendent of Public Instruction, and the California Board of Education. New induction program standards will complement existing standards used in the BTSA Program and will address content issues (e.g., student content standards, health, mainstreaming, computer technology, etc.).
4. Teaching performance expectations and a teaching performance assessment that are valid and legally defensible. SB 2042 requires that a teaching performance assessment be included in each professional preparation program leading to preliminary multiple and/or single subject teaching credentials. The law also requires the Commission to develop a teaching performance assessment. To satisfy this provision of the law, sponsors of professional preparation programs have three choices. They can (a) develop their own assessment for approval by an Assessment Review Panel (to be appointed), (b) use the Commission-developed assessment, or (c) ask the Commission to administer the Commission-developed assessment for them. The Advisory Panel will have a prominent role in advising the Commission about the following:
 - Teaching performance expectations that describe (a) the domains of pedagogical knowledge, skills, and abilities eligible for assessment in teaching performance assessments and (b) the levels of proficiency in those domains expected of preliminary teaching credential candidates. Once the Commission adopts teaching performance expectations, they would be the basis for all SB 2042 assessments of teaching performance for preliminary multiple and single subject teaching credentials in the future.

Chart 1
Advisory Panel for the Development of
Teacher Preparation Standards
-General Scope of Work-

New Standards of Quality and Effectiveness for Multiple and Single Subject Teacher Preparation Programs which address all types of preparation programs, including:

- Post-baccalaureate Preparation Programs;
- Internship Programs;

- Internship Programs;
- Blended Programs.
- The Panel will also oversee the review and revision of Liberal Studies Standards.

Assessment Quality Standards

- Based on Assessment Policy Principles adopted by the Commission;
- Used by Assessment Review Panel and Accreditation Teams to evaluate local Teaching Performance Assessments

New Standards for Induction Programs

- Developed in collaboration with BTSA Interagency Task Force;
- For adoption by the Commission, the Superintendent of Public Instruction, and the California Board of Education;
- Address Content issues and complement existing BTSA Program Standards, including the *California Standards for the Teaching Profession*

Teaching Performance Expectations and a Teaching Performance Assessment that Meets Commission Standards

(See Chart 2 for detailed information about the scope of this phase of the Advisory Panel's work)

Capacity-Building Initiatives

- Regional Conferences
- Professional Networks
- Formative Reviews of Credential Programs
- Teacher Preparation Guides

- A teaching performance assessment that meets the Assessment Quality Standards and that validly and reliably assesses the teaching performance expectations described in the previous paragraph. The Advisory Panel will work closely with contractors in the design, development, field-testing, and implementation of the new assessment.

The Commission's budget for 1998-99 includes \$1.35 million for the development of its teaching performance assessment. Part Two of this report describes a general plan for the development of the assessment. Part Three describes a proposed plan to issue three Requests for Proposals (RFPs). If approved by the Commission, the plan in Part Three would (a) allow staff to initiate the development process as soon as possible, (b) result in valid and legally defensible teaching performance expectations, and (c) allow the Commission to learn of any extant assessments that could be used, in whole or in part, in the Commission's assessment. The plan includes three separate but inter-related efforts that must be undertaken prior to developing the actual teaching performance assessment. The products of each of these efforts would be used by the Advisory Panel to ensure alignment between the *program* quality standards, the *assessment* quality standards, and the Commission-developed assessment.

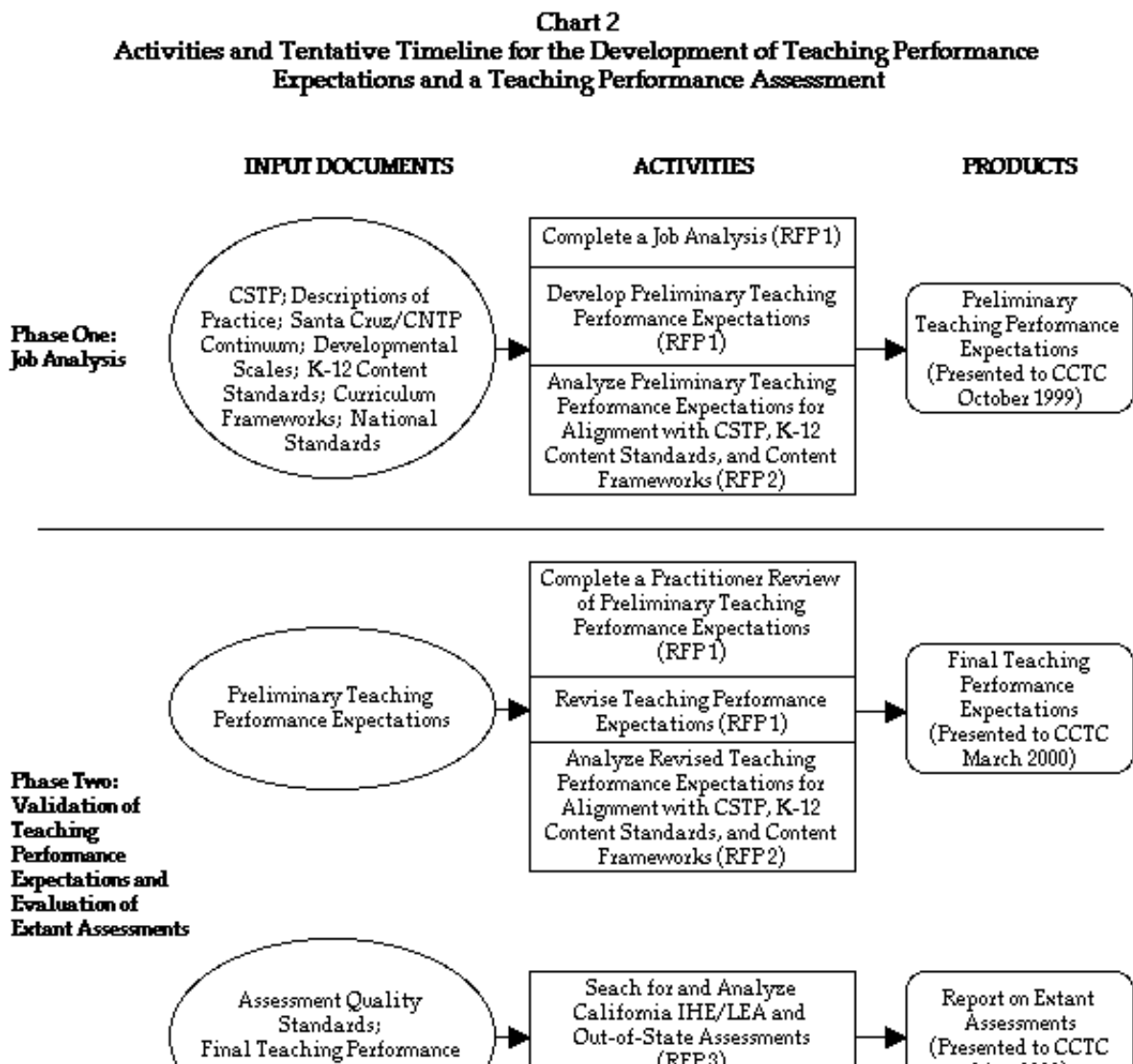
5. Capacity-building initiatives designed to enhance the capacity of professional preparation programs to implement the new standards for program accreditation and candidate performance. These efforts will include regional conferences, professional networks of support personnel, formative reviews of

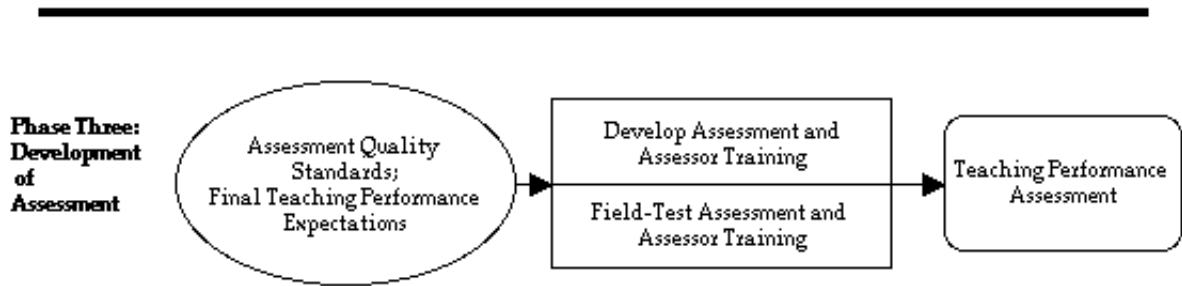
Part Two: General Plan for the Development of Teaching Performance Expectations and a Teaching Performance Assessment

The plan for the development of a teaching performance assessment, depicted graphically in [Chart 2](#), is divided into three phases. For each phase, the chart indicates critical input documents, the major activities, and the primary products. The three phases are:

- Phase One: Job Analysis
- Phase Two: Validation of Teaching Performance Expectations and Evaluation of Extant Assessments
- Phase Three: Development of a Teaching Performance Assessment

Each of the phases is briefly described below to provide a context for the proposed plan in Part Three of this report. Part Three describes three RFPs needed to complete Phases One and Two. The RFPs are indicated in Chart 2, where it can be seen that the work to be conducted pursuant to RFP 2 would occur at two points during the time when work is occurring pursuant to RFP 1.





Phase One: Job Analysis

In this phase, the Commission would sponsor a job analysis and the development of preliminary teaching performance expectations (based on the results of the job analysis) that would ultimately become the basis for both the Commission-developed and locally-developed teaching performance assessments. The *California Standards for the Teaching Profession* (CSTP), CFASST Descriptions of Practice, the BTSA Developmental Scales, the Santa Cruz/CNTP Continuum, the State Board adopted Student Content and Performance Standards, and other relevant documents and materials would inform this phase of the work. The preliminary performance expectations would then be analyzed and revised, as necessary, to ensure alignment with the CSTP, the Student Content Standards, and the State Curriculum Frameworks, as required by SB 2042. The primary product resulting from Phase One would be the preliminary teaching performance expectations, which would be presented to the Commission for review and adoption approximately October 1999.

Phase Two: Validation of Teaching Performance Expectations and Evaluation of Extant Assessments

Phase Two in the development of teaching performance expectations and a teaching performance assessment would consist of two sets of activities: (a) the development of final teaching performance expectations, and (b) a search for existing assessments that are consistent with the final teaching performance expectations and that meet the Assessment Quality Standards developed by the Advisory Panel and adopted by the Commission. The first set of activities would include a practitioner review of the preliminary teaching performance expectations, revisions to those expectations based on the results of the practitioner review, and an analysis of the resulting teaching performance expectations to ensure continued alignment with the CSTP, the Student Content Standards, and the Curriculum Frameworks. Final teaching performance expectations would be presented to the Commission for review and adoption in approximately March 2000.

The second set of activities in Phase Two includes a search for and analysis of extant teaching performance assessments. The purpose would be to identify assessments within or outside of California that are consistent with the final teaching performance expectations and with the Assessment Quality Standards. If any are located that could be used, either in whole or in part, to meet the requirements of SB 2042, less development work would have to be conducted by the Commission. The results of this work, which would be reported to the Commission in approximately May 2000, would have a direct impact on Phase Three of the general plan, summarized below.

Phase Three: Development of a Teaching Performance Assessment

Once Phases One and Two have been completed, the Commission would begin Phase Three, which would build on the results of the previous two phases to develop a valid and legally defensible teaching performance assessment. If no suitable extant assessments are found in Phase Two, then the Commission would sponsor the development of a new assessment based on the teaching performance expectations and consistent with the Assessment Quality Standards. An assessor training system would also be

developed. The assessment and the assessor training system would be field-tested in California, and the results would be used to finalize the assessment and the training system.

If an appropriate extant assessment is identified in Phase Two, that assessment and an associated assessor training system would be field-tested in California. Field-test results would be used to improve the materials, as necessary.

At this time, staff is not seeking Commission authority to begin Phase Three. The RFPs that are the subject of both Part Three of this report and the staff recommendation would allow the Commission to complete Phases One and Two, necessary prerequisites to Phase Three. Staff estimates that Phases One and Two will be completed in May 2000. At that point, the Commission will have adopted Assessment Quality Standards and teaching performance expectations, and will know the extent to which any existing assessments could be used to satisfy the requirements of SB 2042. Early in 2000 staff would provide information to the Commission on the status of the work and propose a plan for Phase Three, which would probably involve the selection of a contractor to complete the work.

Part Three:

Plan for the Release of Requests for Proposals to Initiate the Development of Teaching Performance Expectations and a Teaching Performance Assessment

Phases One and Two in the general plan described above for the development of teaching performance expectations and a teaching performance assessment entail a significant amount of work that can only be accomplished with the help of contractors. These contractors would be secured through competitive bidding processes initiated by the release of RFPs. Three RFPs are proposed; each is described below. The proposed RFPs and the contractors that would be selected on the basis of the RFPs are identified by number. For example, the release of proposed RFP 1 would lead to the selection of contractor 1, etc. (Because the work to be conducted by contractor 2 would occur during the time when contractor 1 is working, there is some redundancy in the descriptions of RFPs 1 and 2 below.)

RFP 1:

A Job Analysis of Teaching and the Development of Teaching Performance Expectations

Purpose

To be valid and legally defensible, the SB 2042-mandated teaching performance assessments must assess pedagogical knowledge, skills, and abilities that are important for successful teaching in California's K-12 public schools. This requirement applies to the teaching performance assessment to be developed by the Commission, and to any program-developed assessments that are approved by the Commission. For each assessment to be valid, it must be based on the requirements of teaching jobs, including requirements that were shown to be in effect when the assessment was developed, and the requirements that practitioners and employers reasonably expect to be in effect within a few years after the assessment is implemented.

The purpose of RFP 1 would be to select a contractor who, working with the Advisory Panel and staff, would implement a set of systematic procedures designed to obtain descriptive information about the tasks performed by teachers and the pedagogical knowledge, skills, and abilities important for the performance of those tasks. The results of this job analysis would be used by contractor 1 and the Advisory Panel to develop a preliminary set of teaching performance expectations. The preliminary teaching performance expectations would then be subjected to a statewide practitioner review implemented by contractor 1. This would lead to final teaching performance expectations, which would describe the domains of pedagogical knowledge, skills, and abilities to be assessed as well as the levels of proficiency in the domains that preliminary credential candidates would be required to demonstrate.

As mentioned earlier, the Commission-adopted teaching performance expectations would serve as the basis for all SB 2042 assessments of teaching performance for preliminary multiple and single subject teaching credentials in the future.

Description of the Work to be Done

The contractor selected on the basis of RFP 1 (i.e., contractor 1) would be responsible for the following major tasks:

- planning, implementing, and analyzing the results of a job analysis of teaching;
- using the job analysis results to develop preliminary teaching performance expectations;
- planning, implementing, and analyzing the results of a practitioner review of the preliminary teaching performance expectations; and
- using the results of the practitioner review to develop final teaching performance expectations for review and adoption by the Commission.

Throughout this work, contractor 1 would work closely with the Advisory Panel and staff.

The Job Analysis

The job analysis is expected to include three primary activities. First, an inventory of teaching tasks and pedagogical knowledge, skills, and abilities thought to be important for teaching would be developed. This inventory needs to include both (a) *common* tasks, knowledge, skills, and abilities that are important for all teachers regardless of their grade levels or the subjects they teach and (b) *unique* tasks, knowledge, skills, and abilities that are important for teachers at specific grade levels or for teachers of specific subjects. Contractor 1 would use a variety of California resources in the development of the inventory including the *California Standards for the Teaching Profession* (CSTP), CFASST Descriptions of Practice, the BTSA Developmental Scales, and the Santa Cruz/CNTP Continuum, and the K-12 Student Content and Performance Standards and Curriculum Frameworks in mathematics, language arts, social science, and science. Potential contractor activities in the development of the inventory include the review of the resources listed above, the review of additional relevant literature, observations of and interviews with practicing teachers, discussions with the Advisory Panel, the development of one or more draft inventories, reviews of draft inventories by Advisory Panel members and others, and the development of the final inventory.

The second major activity would involve the review of the teaching tasks, knowledge, skills, and abilities in the inventory by a large number of California educators. Participants would be asked to judge the importance of the teaching tasks, knowledge, skills, and abilities in the inventory. This activity is likely to involve statewide surveys of classroom teachers, school supervisors, and teacher educators. Contractor 1 would be responsible for developing, pilot-testing, distributing, and collecting the surveys, and analyzing, summarizing, and reporting the results.

The third major activity associated with the job analysis would be a review of the results by the Advisory Panel. Contractor 1 would present summaries of the results to the Advisory Panel at the same time the contractor presents an initial draft of preliminary teaching performance expectations (discussed below). The Advisory Panel would review and revise, as necessary, the preliminary teaching performance expectations in light of the job analysis results.

Contractor 1 would prepare a comprehensive technical report of the job analysis. The report would be presented to the Commission.

Development of Preliminary Teaching Performance Expectations

The job analysis will result in a description of the teaching tasks, knowledge, skills, and abilities needed for successful performance as a teacher in California. As mentioned above, this description will include both common elements important for all teachers and unique elements important for teachers of different grades and/or subjects. The next step would be to determine which of these teaching tasks preliminary credential candidates should be expected to be able to do, and which knowledge, skills, and

abilities preliminary credential candidates should be expected to have. The teaching performance expectations for preliminary credential candidates would be derived from the pool of teaching tasks, knowledge, skills, and abilities whose importance is supported by the job analysis.

Contractor 1 would use the results of the job analysis to draft preliminary teaching performance expectations. The job analysis results and the draft preliminary teaching performance expectations would be presented to the Advisory Panel for review and revision, as necessary. Following the Advisory Panel's review of the draft preliminary teaching performance expectations, contractor 1 would make the revisions agreed to by the panel, resulting in a second draft of the preliminary teaching performance expectations. The second draft would then be analyzed by contractor 2 (selected as a result of RFP 2, described below). Contractor 2 would analyze the extent to which the draft preliminary teaching performance expectations are:

- aligned with the CSTP,
- congruent with the K-12 Student Content and Performance Standards and Curriculum Frameworks developed by the State Board of Education, and
- consistent with the draft Assessment Quality Standards.

The results of this analysis would be provided to contractor 1, who would use the results to develop recommended revisions to the preliminary teaching performance expectations. Contractor 1 would then present the preliminary teaching performance expectations and the recommended revisions to the Advisory Panel. The panel would finalize the preliminary teaching performance expectations. These preliminary teaching performance expectations would be presented for review and adoption to the Commission.

The Practitioner Review

To evaluate the validity of the preliminary teaching performance expectations, they should be reviewed by practicing teachers, school supervisors, and teacher educators. The results of this review would be used to develop final teaching performance expectations. The practitioner review would help ensure the content validity and legal defensibility of the resulting teaching performance assessments. Contractor 1 would work with the Advisory Panel and Commission staff to implement a statewide practitioner review and use the results to develop the final teaching performance expectations that, once reviewed and adopted by the Commission, would be the basis for all SB 2042 teaching performance assessments.

The practitioner review would serve a purpose different from, and be a necessary complement to, the job analysis. The job analysis would define the job of teaching in California public schools. This large pool of teaching tasks, knowledge, skills, and abilities would be the basis for the development of teaching performance expectations for preliminary credential candidates. The teaching performance expectations would define the expectations for credential candidates who are completing their professional preparation for the job of teacher. The content validity and legal defensibility of the teaching performance expectations would be supported by the fact that they were developed from teaching tasks, knowledge, skills, and abilities found, in the job analysis, to be important to teaching. The teaching performance expectations themselves, however, should be reviewed by practitioners to assure that they represent appropriate expectations of preliminary credential candidates. This would provide additional support for the validity and legal defensibility of the final teaching performance expectations and, therefore, the resultant teaching performance assessments.

The practitioner review would involve a review and evaluation of the Commission-adopted preliminary teaching performance expectations by a large number of California educators. Like the job analysis, the practitioner review is likely to involve statewide surveys of classroom teachers, school supervisors, and teacher educators. Contractor 1 would be responsible for developing, pilot-testing, distributing, and collecting the surveys, and analyzing, summarizing, and reporting the results.

The results of the practitioner review would be provided to the Advisory Panel. Contractor 1 would present summaries of the results to the Advisory Panel at the same time the contractor presents an initial draft of the final teaching performance expectations (discussed below). The Advisory Panel would review and revise, as necessary, the initial draft of the final teaching performance expectations in light of

the results of the practitioner review.

Contractor 1 would prepare a comprehensive technical report of the practitioner review. The report would be presented to the Commission.

Development of Final Teaching Performance Expectations

Contractor 1 would use the results of the practitioner review to draft final teaching performance expectations for teacher credential candidates. The results of the practitioner review and the draft final teaching performance expectations would be presented to the Advisory Panel for review and revision, as necessary. Following the Advisory Panel's review of the draft final teaching performance expectations, contractor 1 would make the revisions agreed to by the panel, resulting in a second draft of the final teaching performance expectations. The second draft would then be analyzed by contractor 2. As described above, contractor 2 would analyze the extent to which the draft final teaching performance expectations are:

- aligned with the CSTP,
- congruent with the K-12 Student Content and Performance Standards and Curriculum Frameworks developed by the State Board of Education, and
- consistent with the Assessment Quality Standards.

The results of this analysis would be provided to contractor 1, who would use the results to develop recommended revisions to the final teaching performance expectations. Contractor 1 would then present the draft final teaching performance expectations and the recommended revisions to the Advisory Panel. The panel would finalize the teaching performance expectations. The final teaching performance expectations would be presented for review and adoption to the Commission.

Estimated Schedule Related to RFP 1

The following schedule identifies estimated dates for key activities associated with the selection of contractor 1, the job analysis, the development of preliminary teaching performance expectations, the practitioner review, and the development of final teaching performance expectations. Brief descriptions are provided for activities that are not summarized above.

October 1998	Staff shares with Advisory Panel plans for release of the RFP and gets panel input regarding the scope of work.
November 1998	Executive Director releases RFP 1. It will be widely disseminated, not only to examination development and administration firms, but also to firms and individuals who do not develop or administer tests but who do job analysis and validity studies.
December 1998-January 1999	A Proposal Review Team reads and evaluates all proposals submitted in response to the RFP, and identifies the highest scoring bidder. The team will include Commission staff and Advisory Panel members.
February 1999	Staff presents to the Commission the results of the competitive bidding process and recommends that the Commission authorize the Executive Director to sign a contract with the highest scoring bidder. Contractor 1 begins work.
March-June 1999	Contractor 1 implements the job analysis.
October 1999	Staff and contractor 1 present to the Commission a comprehensive technical report of the job analysis for acceptance, and the preliminary teaching performance expectations for adoption.
November-December 1999	Contractor 1 implements practitioner review of preliminary teaching performance expectations.
March 2000	Staff and contractor 1 present to the Commission a comprehensive technical report of the practitioner review for acceptance, and the final teaching performance expectations for review and adoption.

RFP 2: Analysis of Teaching Performance Expectations

Purpose

The teaching performance assessments required by SB 2042 must by law be aligned with the CSTP and congruent with the K-12 Student Content and Performance Standards. In addition, the assessments should be consistent with (a) the Assessment Quality Standards and (b) the Curriculum Frameworks. The purpose of RFP 2 would be to select a contractor who would independently analyze the evolving teaching performance expectations at two points in the process and report on the extent to which they meet the criteria described above. The results of these analyses would be used by the Advisory Panel to make modifications to the teaching performance expectations as necessary to assure that they are consistent with the above-mentioned policies.

Description of the Work to be Done

The contractor selected on the basis of RFP 2 would analyze the evolving teaching performance expectations and determine the extent to which they are:

- aligned with the CSTP,
- congruent with the K-12 Student Content and Performance Standards developed by the State Board of Education, and
- consistent with the Assessment Quality Standards.

This would occur at two points in the development of the teaching performance expectations. The first time would be during the development of the preliminary teaching performance expectations as described in the discussion of RFP 1 above. After (a) contractor 1 uses the results of the job analysis to develop draft preliminary teaching performance expectations, (b) the Advisory Panel reviews and revises, as necessary, the draft preliminary teaching performance expectations, and (c) contractor 1 makes the revisions agreed to by the panel, contractor 2 would conduct the first analysis. The results would be presented to contractor 1, who would use the results to develop recommended revisions to the preliminary teaching performance expectations. Contractor 1 would then present the preliminary teaching performance expectations and the recommended revisions to the Advisory Panel.

The second analysis would occur following the practitioner review of the preliminary performance expectations conducted by contractor 1. Following the practitioner review, contractor 1 would use the results to draft final teaching performance expectations. The results of the practitioner review and the draft final teaching performance expectations would be presented to the Advisory Panel for review and revision, as necessary. Following the Advisory Panel's review, contractor 1 would make the revisions agreed to by the panel, resulting in a second draft of the final teaching performance expectations. The second draft would then be analyzed as before by contractor 2.

The results of this analysis would be provided to contractor 1, who would use the results to develop recommended revisions to the draft final teaching performance expectations, which would be presented to the Advisory Panel.

Estimated Schedule Related to RFP 2

The following schedule identifies estimated dates for key activities associated with the selection of contractor 2 and the analyses of the preliminary and final teaching performance expectations. Brief descriptions are provided for activities that are not summarized above.

January 1999 Staff shares with Advisory Panel plans for release of the RFP and gets panel input regarding the scope of work.

February 1999	Executive Director releases RFP 2. It will be widely disseminated throughout California. It would be desirable to have California educators who are familiar with the CSTP and the K-12 Student Content and Performance Standards conduct the planned analyses.
April 1999	A Proposal Review Team reads and evaluates all proposals submitted in response to the RFP, and identifies the highest scoring bidder. The team will include Commission staff and Advisory Panel members.
May 1999	Staff presents to the Commission the results of the competitive bidding process and recommends that the Commission authorize the Executive Director to sign a contract with the highest scoring bidder (if required by Commission policy).
July 1999	Contractor 2 conducts the analysis of the preliminary teaching performance expectations following the job analysis.
January 2000	Contractor 2 conducts the analysis of the draft final teaching performance expectations following the practitioner review.

RFP 3: **Search for and Analysis of Extant Teaching Performance Assessments**

Purpose

Senate Bill 2042 requires the Commission to develop a teaching performance assessment for preliminary credential candidates. If an appropriate extant assessment could be identified, savings could be realized by utilizing either all or part of that assessment. The purpose of RFP 3 is to select a contractor who would conduct a search for teaching performance assessments, both within California and nationally, and then analyze those assessments in light of the final teaching performance expectations and other criteria. The results of this search and analysis would allow the Commission to decide on the nature and extent of subsequent development work necessary for the teaching performance assessment.

Description of the Work to be Done

The contractor selected on the basis of RFP 3 would search for and analyze extant teaching performance assessments. The contractor would search both nationwide and within California. Each extant assessment identified would be analyzed by the contractor for its congruence with the Assessment Quality Standards and the final teaching performance expectations adopted by the Commission. The results of this work would be documented in a report to the Commission. Once this work is completed, the Commission can proceed with the development (including field-testing) of a new teaching performance assessment or the field-testing of an extant teaching performance assessment.

Estimated Schedule Related to RFP 3

The following schedule identifies estimated dates for key activities associated with the selection of contractor 3 and the search and analysis of extant teaching performance assessments. Brief descriptions are provided for activities that are not summarized above. Note that the first four dates are the same as for RFP 2.

January 1999	Staff shares with Advisory Panel plans for release of the RFP and gets panel input regarding the scope of work.
February 1999	Executive Director releases RFP 3. It would be widely disseminated to firms and individuals potentially capable of performing the work.
April 1999	A Proposal Review Team reads and evaluates all proposals submitted in response to the RFP, and identifies the highest scoring bidder. The team will include Commission staff and Advisory Panel members.
May 1999	Staff presents to the Commission the results of the competitive bidding process and recommends that the Commission authorize the Executive Director to sign a contract with the highest scoring bidder (if required by Commission policy).

June-December 1999	Contractor 3 conducts national and state search for extant assessments.
January-March 2000	Contractor 3 analyzes extant assessments in relation to the Commission-adopted preliminary and then final teaching performance expectations and Assessment Quality Standards.
May 2000	Staff and contractor 3 present to the Commission a report of the search and analysis of extant measures and recommendations for proceeding with the development of a teaching performance assessment.

Estimated Schedule for RFPs 1-3

Below is a combined schedule that identifies estimated dates for key activities associated with the three RFPs described above.

1998	
October 1998	Staff shares with Advisory Panel plans for release of RFP 1 and gets panel input regarding the scope of work.
November 1998	Executive Director releases RFP 1.
December 1998	A Proposal Review Team reads and evaluates all proposals submitted in response to RFP 1, and identifies the highest scoring bidder. The team will include Commission staff and Advisory Panel members.
1999	
January 1999	Staff shares with Advisory Panel plans for release of RFPs 2 and 3, and gets panel input regarding the respective scopes of work.
February 1999	Staff presents to the Commission the results of the RFP 1 competitive bidding process and recommends that the Commission authorize the Executive Director to sign a contract with the highest scoring bidder. Contractor 1 begins work.
February 1999	Executive Director releases RFPs 2 and 3.
March-June 1999	Contractor 1 implements the job analysis.
April 1999	A Proposal Review Team reads and evaluates all proposals submitted in response to RFPs 2 and 3, and identifies the highest scoring bidder for each. The team will include Commission staff and Advisory Panel members.
May 1999	Staff presents to the Commission the results of the RFP 2 and RFP 3 competitive bidding processes and recommends that the Commission authorize the Executive Director to sign contracts with the highest scoring bidders (if required by Commission policy).
June-December 1999	Contractor 3 conducts national and state search for extant assessments.
July 1999	Contractor 2 conducts the analysis of the preliminary teaching performance expectations following the job analysis.
October 1999	Staff and contractor 1 present to the Commission a comprehensive technical report of the job analysis for acceptance, and the preliminary teaching performance expectations for adoption.
November-December 1999	Contractor 1 implements practitioner review of preliminary teaching performance expectations.
2000	
January 2000	Contractor 2 conducts the analysis of the draft final teaching performance expectations following the practitioner review.
January-March 2000	Contractor 3 analyzes extant assessments in relation to the Commission-adopted preliminary and then final teaching performance expectations and Assessment Quality Standards.
March 2000	Staff and contractor 1 present to the Commission a comprehensive technical report of the practitioner review for acceptance, and the final teaching performance expectations for review and adoption.
May 2000	Staff and contractor 3 present to the Commission a report of the search and analysis of

extant measures and recommendations for proceeding with the development of a teaching performance assessment.

| [Back to the Top](#) |

| [Back to October 1998](#)

[Agenda](#) |

| [Back to Agenda](#)

[Archives](#) |

| [Return to About CTC](#) |

